

VOLUME VII

The

NUMBER 10

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



APRIL, 1927



THE
ANNUAL GENERAL MEETING
OF THE

Alberta Teachers' Alliance

WILL BE HELD IN THE

McDougall Church, Edmonton

First Session

MONDAY, APRIL 18th, 1927

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EDMONTON, APRIL, 1927

No. 10

Poetry in Junior Grades

OLIVE M. FISHER

THE initiation of children into the interesting and magic world of Literature is through the realms of poetry. Scant, indeed, is the culture of a home that does not impart to the little ones some jingles and rhymes that have been the heritage of childhood for generations. Stories follow, and when school life begins the two find a parallel place in the scheme of things. But our concern for the moment will be the first steps in poetry. The interest in these rhymes is perennial in every first grade, and the fascination that nursery rhyme people have for the little ones is constant. Pleasure is the essence of literature, and the joy that comes from association with and appreciation of charming verse is very far reaching in its effects.

The most compelling interest at first is the rhythm. From time immemorial, this has been a part of verse. In ceremonial chantings of all primitive people, whether relating to religion or to pleasure, and still continues to be the outstanding characteristic—even in unrhymed syllables. Recognition of this most vital element lies at the foundation of appreciation of all poetry. Pleasure in poetic rhythm may commence with such examples of juvenile verse as, "Pat-a-cake, Pat-a-cake," or "Ride a Cock Horse," with their unmistakable measures corresponding to children's activities of clapping, or having a ride on somebody's foot. It will be noted that in these and similar instances, the rhythmic stress and the sense stress agree entirely. At first the thought is a secondary matter, but too frequently in formal teaching is forced to the front. The words slip into place, and later meaning is understood, but the "rhythm's the thing" at the beginning. Let the children clap, or tap, or swing, or step, or march the measures. Don't let us be afraid of "sing-song-ness," for since the sense and the beat agree, the expression will take care of itself, provided the children are not allowed to drag the words in rendition.

For example, note the gay stepping one of:

"Hi, diddle, dinkety, poppety pet,
The merchants of London they wear scarlet;
Silk on the collar, and gold in the hem,
So merrily march the merchant men."

The sprightliness of it will not permit of anything but correct measure. Or take the happy Xmas one from an old song:

"Merry were the bells, and merry would they ring,
Merry was myself, and merry would I sing,
With a merry ding-dong, happy, gay and free,
And a merry sing-song, happy let us be."

Easily it makes itself into a little song that goes rollickingly. Again the quick movement of "Wee Willie Winkie," night watchman of the children at bedtime, is indicative of the speed necessary so that he

himself can be safely tucked away before it is too far past "Lockout" time.

After the first stage is over, the children can quickly catch the rhythm of more advanced material. The poems of Stevenson are a never-ending source of delight when the proper setting is given. Varied, too, are their measures. So we have plenty of opportunity for change. "The Marching Song" speaks for itself, as does "Windy Nights" with its unmistakable galloping of a horse with its rider through the long dark night. It is not necessary to mention others, as the swing of the line is one of the evident charms of the Stevenson group.

Some of the contemporary poets furnish us with charming musicales. Walter de la Mare is full of delight—charming pictures, charming words—and often fun. Let us take a simple one, and confess that we cannot help but hear the riders:

Three jolly gentlemen
In coats of red,
Rode their horses
Up to bed.

Three jolly gentlemen
Snored till morn,
Their horses champing
The golden corn.

Three jolly gentlemen
At break of day,
Came clitter clatter downstairs
And rode away.

Varieties are found in his delightful "Some One"—

"Some one came knocking at my wee small door,

Some one came knocking, I'm sure, sure,
sure";

or in the very charming poem "The Moon"—

"Slowly, silently, now the moon
Walks the night in her silver spoon."

The gay lilt of A. A. Milne in the exceedingly popular "When We Were Very Young," are especially appealing in their rhythm—

"James James Morrison Morrison
Weatherby George Dupree,
Took great care of his mother
Tho' he was only three.
James James said to his mother:
'Mother,' he said, said he,
You must never go down to the end of the town,
if you don't go down with me."

Let us learn to say the poetry in correct rhythmic beats, and the children's ears will catch the lilt of the melodies.

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nursery rhymes furnish us with very pretty words, "Curly Locks," "Wee Willie Winkie," "In the tree tops," "A Fair Lady"; "Silver Bells and Coekle Shells," "Pretty Maids"; "Candlelight," "Holiday Shoe," "A Silver Nutmeg and a Golden Pear," "One misty moisty morning." The list is endless. The Rossetti lyrics also add greatly to the vocabulary with their pleasing words—

"On the grassy banks,
Lambkins at their pranks,
Woolly sisters, woolly brothers,
Jumping off their feet,
While their woolly mothers
Watch by them and bleat."

A bit of nonsense verse which the children in our school have enjoyed this season is "The Wind Song," containing good rhythm as well as odd and interesting words.

When the wind is cross on a winter's day
And he blusters all down the street,
The leaves go scampering out of his way
Like pittery, pottory feet.
Pittery, pottory, rustle they go,
And the old wind follows. Ho, ho! Ho, ho!

He comes and thumps on the window pane,
And he shouts, "You must let me in."
He's fiercer far than the wettest rain,
And the glass is most terribly thin.
"Shivery, shivery, shake," laughs he,
"Bang, Bang! Bang, Bang! That's me!

Let us make a plea for the correct word. Even from grown-ups we get queer forms that have persisted. Normal students this year said and wrote: "Eating her currants and way," "Georgie Porgie, puddery pie," "Wolfe, the dauntless, here—oh came." It may be offered as a criticism that such misinterpretations come from too little attention to thought. Rhythm assuredly comes first, and at the beginning we are satisfied if the children grasp the general idea. A time comes for the specific thought to be discussed informally. To think that "Silver Buckle" is a little girl on Bobby Shafto's knee may be prettily sentimental, but very little explanation—or better still, a picture—will aid in the correct thought.

In the teaching of literature in primary grades, written work is not necessary. Word forms stand in the way of thought getting, and are stumbling blocks to ideas when a struggle is necessary before their recognition is complete. When children make glaring mispronunciations often the one written word or phrase will suffice. But in memorization let us remember that "the ear is the pathway to the heart."

When rhythm and general thoughts with the consequent pictures are our goal, the question of learning by wholes is undisputable. Thought groups then are the means by which the poem is learned, for neither completeness of thought nor rhythmic sense can be obtained by line repetition. The ease of rhythm and the flow of thought demands, at least, one stanza as a unit of memorization, taking for granted that the whole poem has been presented first to the children.

Only can the teacher give joy to her little people if she enjoys their literature. Only can appreciation be given if appreciation is hers, whether of the beauty of the picture, or the charm of rhythm, or the delicacy of thought.

Advantages of Rural Schools

M. H. HALTON

RURAL schools have long been regarded as a line on which to hang pedagogical dirty clothes. The young teacher, forced to seek employment in a rural school, makes the most of what he regards as a probationary sort of tribulation until such time as the inspector having marked "G" on his reports, he can apply for a town school.

The answer to this is—"It's perfectly natural that a teacher should seek the higher salaries of town schools." Quite so. But the peculiar thing in many of these cases is that the higher salary return generally to be obtained in the town schools is not the only star to which hundreds of educational wagons are hitched. A star of equal magnitude and scintillance is the easier position of the town teacher, and another the advantages the children have in a graded school.

Before proceeding, let it be said that this is not an attempt to show that teaching conditions are better in rural schools than in town schools, although it may prove that in some respects they are. But it is primarily an attempt to show that rural school teaching is often not as laborious, as nerve-racking, as impossible as it is supposed to be, and that conditions are sometimes even more to the advantage of the rural student than to his urban brother.

There are two points of view diametrically opposed to each other from which we can look at the question. The first is the "convenience point of view," which is to say, "How easy is this teaching business?" The other is the educational viewpoint, which is to say, "How can the interests of our children best be advanced?"

Taking the second point of view first as being infinitely the more important of the two, how can it be said that an individual's education is often facilitated in rural schools, and that it is to a pupil's advantage, to a certain extent, to attend a rural school. The answers are several.

The rural school places a premium on natural ability as no graded school can. In a rural school where there are more than five grades, various combinations of grades in teaching are expedient. For example, Grades V and VI are often grouped for as many as five subjects, literature, history, art, reading, writing, composition and elementary science—every subject but one. It is easily seen, therefore, how a pupil in this Grade V, who has been retarded in his earlier school life owing to any one of a number of causes, and who is naturally bright, can, with the aid of a little extra work on his part and the teacher's, in the remaining subject, arithmetic, pass into Grade VII in one school year.

I am not unaware of the evils that may attend, in many cases, pushing pupils ahead indiscriminately. They have been howled at me from one quarter or another throughout my brief teaching career. But surely it is only a truism to say that when possible, ability should be rewarded, desire to work stimulated, and ambition gratified. I argue not only for the retarded pupil; the case applies, it seems to me, to any pupil who has really the ability. Of course, this practice in some cases would result in pupils reaching high school without that "firm foundation," but there undoubtedly are many students who can take two of our grades in one year and still have sufficient groundwork to master subsequent work. And if there are, why should we not

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let them, and encourage them? I know of pupils who have taken a year in every grade up to XI, and then couldn't be relied upon for accuracy in a problem involving fractions. On the other hand, I know of a boy of fifteen, who, in Grade XII, is one of the grade's leading pupils, and he was educated up to the Grade X in a rural school. I know of others equally as capable as this student who were not given the same opportunities, and who graduated from Grade XII at the age of eighteen or nineteen.

This result cannot ordinarily be attained in a graded school without having the student skip a grade altogether, which is generally impossible.

This, as I see it, is the principal advantage of rural schools over town schools, viewed from the educational standpoint; but there may be others.

Teaching in rural schools has a tendency at least to eliminate educational fripperies. Here again I hope I am not misunderstood. Without experiment man would still be an animal. But it cannot be gainsaid that in hundreds of schools to-day methods are being tried and looked on as "advanced" which are educational superfluities. The rural teacher, unless blind to his real duties, has not the time to—as one writer puts it—"make guinea pigs out of his pupils." Every available minute must be utilized if each of his six or eight grades are to receive even a minimum of the necessary time. Too often, unfortunately, those of these experiments which are laudable cannot be tried: but others that are useless are, happily, proscribed by lack of time.

Thirdly, the attention of younger children in rural schools in their moments of freedom, which are generally many, is continually being called to what lies before them in the world of learning and achievement. Might it not be some incentive to higher learning to a child who, studying Kipling's "Overland Mail" in Grade V one day, hears Grade IX analyzing "If" the next? And it is generally conceded that one of the most important aims of our educational system, from the kindergarten to the university, is to stimulate the desire to read. After a Grade IX algebra lesson in fractions one day I had a Grade VI pupil tell me he was going to learn his fractions thoroughly, seeing he was going to need them in Grade IX. The point may not be of primary importance, but it is certainly not negligible.

Looking now at the question from the teacher's point of view, there is also something to be said. Undoubtedly the teacher of from five to nine grades has a heavier problem on his hands than the teacher of one or two grades. But the advantage is not altogether one-sided. The rural teacher's advantage lies in the fact that he has, on the average only two or three pupils in each grade. This applies in any grade, and with any subject. Take, for example, a language lesson in Grade I. Whereas the town teacher may have twenty pupils to whom to teach a sound, or a phonetic family, the rural teacher has only two or three. How much easier it is to teach two pupils a word, or a sound, or a family, than twenty! The oft-repeated complaint is "Oh! the lesson periods are necessarily so short in an ungraded school!" But where thirty minutes is required in a grade of twenty to teach a sound, ten minutes should be plenty with a grade of two.

Again, think of the immeasurably greater nervous strain on a teacher presenting grammatical analysis, or fractions, or any one of a number of topics, to a grade of twenty, than on the teacher presenting the same lesson to two pupils. The comparison could be extended to include every phase of every subject.

There are other points of a greater or less degree of

importance which might be used to show that, comparatively speaking, the rural teacher's lot is not quite so fraught with difficulties, and the rural student's education not so skimmed and meagre, as generally imagined. One or two of my arguments may raise controversies in the minds of readers of this article. But the more important of my statements are, I think obvious. I will be very happy if they lead any hard-working rural teachers to see the recompensing features of their sojourn in the wilderness.

Music in Education

H. S. HINTON, *Supervisor of Music,*
Calgary Public Schools.

MUSIC in our schools is being regarded more and more as an essential subject. Education is incomplete without music. Music is a necessity; it is for all. It is "something ever singing," but it must sing consciously before it becomes of educational value. Every child should have the opportunity of a musical education it is possible to give them in the Public School. We cannot all be Caruso's or Melba's, but by the study of singing, either in chorus or individually, together with the very essential systematically graded lessons in rudimentary work, we can better appreciate this finest of all arts—music. The refining and uplifting influence this universal language has upon the student, helping him to better study the regular routine lessons, must certainly be recognized.

Especially do I want to emphasize the standard of excellence it is possible for youths and maidens to attain, as demonstrated by the Westminster Abbey boys in the delightful programmes we had the great privilege of listening to recently. Their quality and purity of tone, produced with such ease, is a standard we can set for ourselves.

In the teaching of music, probably we have looked for a superficial effect rather than for real training. The sense of hearing is naturally to be trained through the study of music. Listening, then, is really the first step in *hearing*, and, again, listening involves concentration. Is it impossible to bring to the children a realization of the necessity of concentrated listening?

If education is more a matter of processes than of facts, then music yields the palm to no other pursuit: a challenge which the simplest Bach Fugue ought to deter any sane person from disputing.

Plato once said: "The education of heroes shall be gymnastics for the body, and music for the soul. Begin the education with music."

By the visit of the Westminster Abbey and the St. George's Chapel Choirs from the old land to our Western country, the standard of music has been lifted to a higher peak. Let us keep it in its exalted position, but let us not think it has reached the summit. The educational benefit alone should be, and is of inestimable value to us.

Mr. Nicholas de Vore has said: "Music as a mind trainer, as a language, as a structural entity, is a factor yet undiscovered by many educators." I feel that music has been regarded as an accomplishment and too little as a means of development. I think perhaps one reason why music is not appreciated to the full, is the fact that such a large percentage of people cannot read music at all, or very little. Children must not be allowed to leave school to swell the great army of so-called musical people who depend entirely on the ear

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What is one of the most important aims in the teaching of music? Is it not that the pupil shall become so proficient in reading, that he may sit down, as the late Sir Frederick Bridge said, take up a book of music and while reclining at ease in his arm-chair, read his music with as much ease and as much delight as he reads his newspapers or his latest novel?

Y's Men's Club Defeats Schoolmen in Debate

By W. S. W.

AT a joint meeting of the Y's Men's Club and the Public School Men's Association of Calgary, held in the Board of Trade Rooms on Friday evening, March 4th, a debate was the chief item on the program. The resolution read: "Resolved, That Canada Scrap Her Present System of Militia Training and Institute in its Place Compulsory Physical Education for Both Sexes." The affirmative was upheld by Messrs. B. L. Cook and R. B. Jackson of the Schoolmen, while Y's Men, W. Jacobson and Wes. Irwin, took the negative. The chairman was Roy Ferguson, and the judges were Dr. E. Upton, Mr. A. C. Newcombe and Mr. Doug. Norton. After some deliberation Mr. Newcombe read the verdict, a victory on argument for the negative.

The contestants advanced warily enough to battle, the leaders cautiously reconnoitring the ground to be covered and throwing up defences in a conservative manner. Mr. Jackson brought up a reserve of solid argument expressed impressively. It remained for Mr. Irwin to really begin hostilities. He subjected his opponents' arguments to scorn, scoring rounds of applause and laughter when he classed the opposition's statements as smacking of Bolshevism, and vividly sketched a caricature of Canada's shores invaded by a "first-class enemy (it must be first-class; Canada would never stand for anything less), and being met by 5,000 men—and women—star-jumping and sparrow-hopping," he said amid much laughter, "to teach them arms upward fling or quick stepping sideways."

Mr. Cook opened the debate by pointing out that the subject under discussion was a live topic. He referred to statements made on the floor of the Provincial House during the present session, and also to discussions in military circles. He pointed out that many citizens seemed to be thinking along lines suggested by the affirmative, and that such discussions were not confined to Alberta but were national in scope.

"My aim," he continued, "is to prove that P. T. is an effective substitute for the system now in force." He went on to define P. T. as a "training toward a sound body and mind for the purpose of high personal hygiene and the ethics of good living. So, formal exercise and diversified games and sports make for physical fitness in the broadest sense."

Mr. Cook then proceeded to explain how he would develop compulsory Physical Training in Canada. A division of the country into districts with large com-

pulsory enrollments was advocated, with corps of medical men and expert instructors. A system of camps would be instituted. The training would begin in the schools, and upon graduation, it would be compulsory for ex-students to continue P. T. to the age of 25. These people would be grouped according to physical fitness and trained accordingly.

"Compulsion," Mr. Cook stated, "is the mainspring of democracy," and he prophesied that even the franchise would have to be compulsory in order that democracy might continue.

The speaker then proceeded to prove that P. T. would meet the ends of defence by showing that, as boys and girls would be categorized, Canada would be supplied with a specific numerical data now lacking. In the event of a large army again being raised, there would be no such problem as the remedial deficient. Fit men could be quickly trained, and they would possess that initiative and individuality now lacking. "The system advocated," he claimed, "would be productive of natural motivation, i.e., obedience would be natural, not coercive as at present." He pictured with realism the obedience rendered to sergeants, and the picture was apparently familiar to many of his audience.

The speaker concluded by pointing out that the system would fit girls for any duties that might devolve upon them in time of war; they would be able to replace men needed elsewhere. Mr. Cook was very apparently not at the end of his resources when time was called.

Mr. Jacobson opened for the negative with a solid array of argument. He proposed to deal with the militia side of the question, and stated that it was merely a "question of national defence." The query "Can we maintain a military force without military training," he answered with an emphatic negative. Without training we could not have a non-permanent militia, and therefore no permanent force. The opposition had offered no argument to show that P. T. alone could maintain a militia. He went on to quote Hansard to show that military training was necessary for the defence of the nation.

"Is the present system serving its purpose?" asked the speaker. "Since 1759," he said, "soldiers of Canada have fought with the regulars." The average call to the military forces was every 18 years. He quoted Gen. Murray in the "Defence Quarterly" 1926 to show that the militia built up staffs for the Canadian Corps. The First Contingent in the last war was 90% militia trained. He said that the militia dated back to antiquity and had proved the backbone of the nation.

"Peace and goodwill is not human nature," declared the second speaker of the affirmative, Mr. Jackson, "and, therefore, we need adequate defence; and I maintain that the present system of training through the militia is inadequate and illogical." He supplemented his stand for the need of defence at some length, saying that "right will prevail—with men, guns and T. N. T. enough." He said that the wrong always loses—but because they are weak. (Applause.) "We need defence, but we must develop our citizenship in order to train men quickly. The answer is compulsory P. T."

Mr. Jackson quoted authorities to show that the present system of training means twelve days' training per man per annum in Canada. This was inadequate. The speaker claimed, too, that the system was expensive. "If spending money means defence," he said, "then Canada is in an enviable position." In claiming that the system was obsolete, he held that in time of

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war a whole nation mobilized, and only 1% was at present trained. "Call up the other ninety and nine and train them to physical fitness. A modern army has to be able to subsist under frightful physiological and physical conditions, and they need stamina rather than the knowledge of how to slope arms in the approved Chelsea manner."

The last speaker for the negative, Mr. Irwin, accused his opponents of Bolshevik tendencies in that they advocated compulsory training for men and women for ten years to fit all for service. "It sounds Red," he said amid loud laughter. He went on to jeer at Mr. Cook's idea of ten years' training in camps as impossible and expensive. "Are we to feed and clothe these men and women for ten years—or will they drill in the nondescript clothing in which they entered the camps?" he asked.

His opponents had called militia training expensive. "Is my honorable opponent's scheme economical?" he queried. "Can we bring a 9,000,000 population to central camps—men from the Peace River and the Hudson's Bay?"

He then launched an attack on P. T. as training for the defence of an empire. "Sparrow-hopping to the wall and back again is no doubt aesthetic and beautiful," he said, "but is it defence?"

The speaker then turned his guns on Mr. Jackson who reminded him of Gladstone—but not in power of argument. (Laughter.) He attacked the statement that P. T. made for quicker training of troops. "If war broke out," he pictured, "we should send our Physical Instructors to Hythe, then bring them back to teach our men (and women, of course) how to run a tank or fire a howitzer. It is ridiculous," he said, "for my honorable opponent to state that infantry will never be needed again." He stated emphatically that infantry would always be needed.

Mr. Irwin differed in that he hoped that human nature was changing, but went on to eulogize Switzerland which, with no standing army, has yet troops ready-trained for any emergency. "That accounts for the fact that nobody has trampled on little Switzerland for 600 years."

He concluded by emphasizing that the scheme put forward by the opposition could not be put over. The cost was prohibitive and mobilization would be impossible. "And," he said, "the spectacle of men and women in nondescript clothing (worn for ten years apparently) doing exercises in camp would be a mighty poor substitute for a trained body of troops."

In his rebuttal, Mr. Cook referred to the last speaker as a cynic and a comedian. "He says," referring to Mr. Irwin, "that the cost of a suit for a boy is prohibitive." He bitterly referred again to his scheme of camps, explaining that the camps would be held for a few weeks only, in summer. He went on, "and would we need to take Peace River men to camp? No! Take the camps to the men!"

Midway in the debate, Mr. Fred Raymer rendered a vocal solo. By the applause, the audience showed how much they appreciated this gentleman's contribution to the discussion.

Hutterian Bruderhofs. 2.

MRS. L. B. BECKER.

THE SCHOOL.

I SHALL never forget my first day at Foch School. There were about forty children, more than half of whom were girls. I could not tell the difference between girls of the same size, as they all wear long, dark dresses, gingham aprons, and exactly the same kind of head dress, which they wear all the time. All the girls have their hair done up in tight knobs at the back. They all wear black kerchiefs with white spots. The boys were equally hard to distinguish; and when I looked at the register, the task which had at first seemed difficult, now seemed hopeless. There were only five surnames, Kleinsasser, Wipf, Hofer, Waldner, and Mandel. There were only six christian names among the girls, Katie, Annie, Sarah, Mary, Rachel, and Susie. The choice of boy's names was just as limited—Mike, Elias, Peter, John, Paul, Joseph and Jacob being the only ones I can remember. In a few days, however, I was able to call each child by name, and in about a week I could recognize each one either from the front or back view. Considering that the girls had no hair showing to help in distinguishing them, I felt this was quite an achievement.

All the children were most eager to come to school, and it soon became a pleasure to see their shy, smiling faces. From the first, discipline was no problem, but the work was very hard, as the children speak English only at school. The new children did not know a word of English, but they learned it with amazing rapidity. I made a very great effort with all English work because I wanted to establish a bond between them and Canadian children, and I also wanted them to enjoy reading the works of our Canadian writers. The fathers said that they had only one complaint against their teacher, and that was that the children would rather speak English than their own language, and they would rather read English books than German ones.

All the school rules were well respected by both parents and children. It would be impossible to have more co-operation than I had during the time I was there, and I sincerely wish that every Hutterite community could have two such men at the head as the Preacher and the "Boss" at Milford Colony.

A GENERAL DESCRIPTION OF A HUTTERITE COMMUNITY.

Hutterite communities are always as far from a town as possible, but the location is always well chosen as to fertility of soil and availability of water. The Milford Colony has about ten sections of excellent land. They remind one of Old World hamlets; and, indeed, the style of architecture is almost exactly that of Central Europe of the Reformation Period, except that the buildings are of wood instead of stone.

The houses are all alike, and are arranged in a street. These houses have no kitchens; all the rooms are really bed-rooms. In the daytime all the bedding is piled on one big bed. In addition to the beds there are a few wooden chairs and an enormous chest painted red and decorated beautifully with brass. The floors and doors are painted yellow. There are no pictures on the walls, and the whole effect is bare simplicity. The rooms are washed every day and are scrupulously clean.

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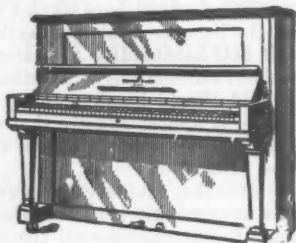
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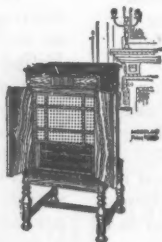
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people. It is divided into two parts, a kitchen and a dining-room. The kitchen is so arranged that the work there is reduced to a minimum. The dining-room is a long bare room containing only long, red tables and benches. Here all the members of the community, except the preachers and the young children, have their meals. The adults have their meals first, and the younger ones afterwards.

The bread making and baking is not done in the kitchen, but in the bake house, which is very near to the dining-room. The oven is similar to those used in the most modern public bakeries.

The washing is done in a large wash house. Here there are big copper boilers, under which fires can be lighted. Washing machines worked by water-power are used.

In all the communities the school is also used for a church. The style of this is as severe and unostentatious as that of the houses. No pictures or musical instrument are allowed.

Some colonies have kindergarten schools. Here the children from two years to six years stay all day. They have their meals in one room, and in the other they learn their own language. This school is always kept immaculately clean.

It would be impossible to describe all the farm buildings and work shops. It is enough to say that they are all well built and have modern conveniences. This is rather surprising when one considers how behind the times they are in some things, such as dress and conveyances.

COMMUNITY WORK.

Hutterite communities are almost self supporting. They have about forty cows, a thousand chickens, five hundred ducks and the same number of geese, six or seven hundred sheep, and very many pigs. These are all used for home consumption. It is the duty of the older men of the colony to look after the stock. They are called by the community "sheep man," "chicken man," "pig man," etc.

Almost every kind of vegetable, except peas, is grown in the garden. One man is in charge of this work, but all the women do the actual gardening. I would like here to commend the gardener at Milford Colony. He produces enough plums to supply the colony. There are apple trees which will soon bear fruit. He grows tomatoes in the approved method. When I first went there he had some grape vines sent him and I helped him plant them, and later I showed him how to arrange the plants in rows and trim them. When I went to see them last August I saw large bunches of grapes on the vines. This man also has bees. He is able to supply the colony with honey and to sell it in large quantities. He gave me a twenty-pound pail of this honey, and it was delicious.

Every boy in a colony is taught a trade. No professional except the teacher is allowed in the community, and all the tanning, carpentering, building, harness-making, shoe-making is done by the members. All the work is of a splendid grade, but it is often lacking in beauty.

In the busy farm season all the adults, even including the preachers and women, help in the fields. The methods in farming are no better than those used by the average farmer. The good crops are direct results of the co-operative work. All this work is arranged down to the minutest detail.

The women's work is as well arranged as the men's. One week a woman cooks, the next she bakes, the next she milks, and so on. There are four women

who do not have this change of work but have permanent jobs. There is a head cook who arranges the meals and superintends the cooking. There is a woman who looks after the milk and cream and makes butter, and lastly there are two women who take it in turns to teach the young children.

The women of each household make all the clothes for male and female members of the family. They make also all the bedding. They spin their own wool from their own sheep, and in their spare time they knit stockings.

A great deal of the work, such as washing floors and peeling potatoes, is done by the young girls. Nobody works very hard, because the tasks are so well arranged. They are all very contented. One might ask "Is that a good sign?" I can only say that I consider it is the teacher's duty to teach these children to appreciate beauty, so that they will try and improve their homes and not be contented with what their ancestors thought was satisfactory. I would like to see as much progress in this respect as the men have made in their methods of work.

A Health Project for the Noon Hour

MISS M. M. GOLDIE

WE HEAR of organized play periods and supervised study periods, and I wish to make a plea for the organized and supervised lunch hour in order that the children may benefit from it as they should. The growing child must develop physically as well as mentally, and while physical education is being stressed more today than ever before, yet in some schools an opportunity for organizing a valuable health project is being overlooked.

In any school—in the city, in the town, or in the country—where children stay at school during the noon hour, there are responsibilities in connection with this luncheon period to be assumed by some one. While at one time the serving of food at school was undertaken largely by charity organizations for the physically under par children (and usually provided free of cost), today the educational authorities are realizing that it is a school responsibility, and arrangements are made for the work to be carried on through the health department or through the Home Economics department.

In some cases provision is made by the school board for these children to obtain bottles of milk, which are taken at recess time or at noon with their lunch if they stay at school at noon. In other schools facilities are provided for the serving of milk or milk preparations to all the school children bringing their lunch. This benefits not only those who have gone under the "physically fit line" but also those who are above the line and those hovering around it.

It has been realized that the mid-day meal, in lunch box form, is too often inadequate. Foods consisting mainly of carbohydrates and proteins, and dry in form, are unappetizing and difficult of digestion. It is desirable to have for the children a nourishing food in liquid form—hot during the cold weather, and perhaps cold during the warm weather. This supplementary dish not only makes their cold lunch more palatable but also assists in the digesting of the meal. It is, of course, of particular value to those who are malnutrition cases, by providing additional calories in a form easily digested.

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There are many school children in Alberta—in both the elementary and secondary schools—who take their lunch to school five days a week, and for these I make my plea. Our duty to them is to provide first an organized noon hour that they may have a definite time and place for eating their lunch, in place of eating when and where they choose, as in many schools now. In place of allowing them to eat while they play, or to neglect to eat at all, as in some cases, there could be arranged a ten-minute relaxation and washing-up period, and a twenty or thirty-minute period for lunch when the children would eat at their desks or around a table in a separate room when such is available. An opportunity is given also for emphasizing certain health habits, such as washing hands before eating, eating slowly, etc.

For some time we have had this work carried on for our practice school children, and in addition we have prepared and served beverages daily. The work is so organized that the Normal school students in turn are in charge of it—one group preparing the food, and another serving it and clearing away afterwards. The foods served are milk and milk preparations, such as cocoa and cream vegetable soups (tomato, corn, peas, beans, potato and onion). The charge has been three cents for a serving of any one of these, which just covers the cost of the supplies. That this is appreciated by the children is evidenced by the fact that practically every child buys something each day.

Similar methods of organizing may be carried out in the various types of schools. In the smaller schools the foods are prepared by the girls and boys, but in some cases it has been found that it is better to have the cocoa or soup prepared by someone living near the school and reheated at school. For larger schools a method proven to be quite satisfactory is to pay someone to prepare the food, making a slightly higher charge to cover the cost. In some schools this is part of the day's work of the janitor.

If the work is done at the school some equipment would be necessary, but only a small sum would be required for the purchase of it. This is logically a responsibility of the school board, but if not assumed by them it is something the Parent Teachers Clubs might consider. Many consider this only a rural problem, but may I repeat that it exists in any school where children bring their lunch boxes.

It is not a new project at all. In many of the schools in the larger cities there are cafeterias which have been meeting the needs of the children for years. In many of our small rural schools the work has been done just in a corner of the class-room. It would be a great convenience if a small separate room were available for the preparations of the food. This might well be considered when plans are being made for the building of our new schools where such a need exists.

Security of Tenure

A LAYMAN CONTRIBUTOR

ONE of the main objects of the Teachers' Alliance has been to secure for its members security of tenure, or freedom from liability to capricious dismissal at the whim of school trustees. In pursuance of that aim has been secured the legal enactment making it necessary for any board of school trustees to dismiss a teacher to call a meeting at which the teacher concerned

may obtain an explanation of the reasons for his or her dismissal.

From the purely material interest viewpoint this is an indubitable advantage to the teachers as it would be to any other class of employees, but there are other viewpoints as well. There is that of those who regard teaching not merely as a means of earning a livelihood, but as a great, honorable, and highly skilled profession, and there is the viewpoint of the community which employs the teachers. From these latter viewpoints what is to be said about security of tenure?

Now, the work of teachers is generally agreed to be of critical importance in the community. It is also work which necessarily involves the curbing of a number of strong young wills, apt to be impatient of such curbing with all the impatience of youth, inclined to resent the control of the teachers. Such resentment is apt to show itself in loud protests at home against the teachers' allegedly arbitrary severity. Normally these protests would do no great harm any more than the traditional "grousing" of the British private soldier does to the efficiency of the British army. Unfortunately, in the present generation parental discipline is at a low ebb, and children are only too often able to enlist the active support of mothers (put first in this case advisedly) and fathers in their cause. The parents protest to the board, and the board, being as a rule thoroughly democratic and entirely oblivious of the teacher's difficulties, takes up the cudgels on behalf of the suffering infant with disastrous results for either the discipline of the school or the career of the teacher. In this respect the position of the teachers may be compared to that of a judge perpetually dealing with criminals and litigants, not ten per cent. of whom have the smallest capacity or inclination to take an impartial view of their own cases, but almost invariably regard the judge who decides against them as either a fool, a knave, or a brute. It is a recognized and cardinal principle of British jurisprudence that security of tenure and adequacy of salary for the judiciary are the first requisites of a sound and efficient legal system. The failure to observe that principle has been attended with disastrous results in any country or at any time of its occurrence, the condition of criminal law enforcement in the United States today being perhaps the classical example of this. What holds good in the sphere of law may be held good with certain variations in that of education. The teacher who is going to do really good work must be able to uphold discipline and insist on industry, untrammelled by the fear that such a course will lead to the untimely curtailment of his or her employment at the hands of an unsympathetic child-dominated board of trustees.

There was a time in the history of Scotland when the parish schoolmaster, once appointed, was practically as irremovable as the parish minister. He was a public official, the nominee of an oligarchic government, and as such supremely indifferent to the winds of popular favor or disapproval. It cannot be said that the worthies who occupied these posts were always a credit to them. On the contrary, they were sometimes ignorant, rough, and in an age of intemperance, intemperate men. Yet withal there were many shining examples among them of the true type of schoolmaster, devoted to learning irrespective of its financial results, proud of the scholars whom they turned out, and by very reason of their permanency of tenure looked up to by the people of their districts as fountains of knowledge and temples of wise advice, to which all might resort in time of difficulty. It is unfortunately impossible to suggest that such is the standing of many school teachers in Western Canada today.

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Security of tenure means more than the protection of individuals from capricious dismissal. It means the raising of the whole status of the profession. It is notorious that labor easily hired and easily dismissed is as a rule very lightly regarded. The belief that there are unlimited numbers of teachers much like sheep in their resemblance to one another is quite widespread among school trustees. If one sheep is not satisfactory, it can always be knocked on the head and another purchased in its place. Therefore neither the engagement nor the dismissal of teachers has been taken seriously so far, and it is only now when the Alliance is becoming strong enough not only to have a law enacted, but also to stand behind its members in appealing to that law where necessary, that boards are beginning to awake to the fact that the hitherto docile sheep are changing into creatures that must be handled with care lest they bite in a quite unsheeplike manner. It is sad to realize that the capacity to bite rather than higher qualities is one of the first requisites to commanding respect in the still unregenerate world of men and women. Yet in all seriousness this means much to the position of the teacher. The employee of any description who has comparative security of tenure may enjoy little advantage in respect of either salary or intelligence over an employee liable to capricious dismissal, yet his social standing is almost always considerably higher. Independence or some approach to it spells self-respect, and the best type of self-respect will see to it that the respect of others also is honestly earned. Until the teacher can enjoy both the respect of himself and of the community, the best type will not enter or remain in the profession and it will suffer accordingly.

It is possible that along with security of tenure ought to be linked the question of salaries graduated by experience. There is little encouragement to a teacher to stay indefinitely in one place if he feels that his salary there is fixed beyond hope of increase. If he is to give the best that is in him to the community for long years, it is to the interest of the community to reward such faithful service and to put a premium on stability by establishing the principle of a scale of salaries graduated in accordance with satisfactory work over periods of years. Such a system must not at present involve any appreciable increase in the present cost of education. Otherwise, whatever its merits, it will stand no chance of adoption, but it might be possible for the Alliance to work out a graduated scale which in the end would not involve such increase. It might mean reduction of salaries to teachers at the outset of their careers, but if it meant corresponding increases later, that would involve no hardship to the true teachers, while the stop-gap type of teacher cannot be said to deserve either sympathy or the present initial scale of salaries.

There is, however, another side to this question. If the teachers are to obtain security of tenure, what are they going to offer in exchange for it? The Alliance may succeed in setting the teachers in a dominating position in the community, may convert them into a sort of intellectual Janissaries, haughtily superior to the untutored folk around them. Yet such a position is fraught with danger, and laden with responsibilities. The Government that had to deal with them, finally arranged a bloody massacre of the Janissaries, which may well serve as a warning to the teachers. If there is to be security of tenure, there must be also merit to deserve it, and some measure of permanence of service also. It is inequitable for the Alliance to demand that no teacher shall be dismissed without cause shown, and at the same time to countenance a perpetual sort of "General Post" among the teachers dictated by no

reason whatever but the desire for change or more promising social attractions. It is one of the dire weaknesses of the teaching system of Alberta that staffs are continually changing, which means that teachers can hardly ever get to know their pupils thoroughly, and schools have little or no chance of building up an enduring tradition of scholarship along certain approved lines. In older countries there are schools which have been staffed by the same teachers for almost a generation at a time. There is danger in such cases of teaching methods becoming stereotyped or even fossilised, but there is also the very valuable opportunity for the laying of stable teaching foundations which may exist from year to year unchanged. It might well be made a part of the Alliance's policy that while aiming to obtain for its members security of tenure, it should also require of them reasons other than mere caprice for abandoning one school in favor of another.

Moreover, the Alliance will do well to ask something else of its members. If it is to protect them from unfair treatment at the hands of boards, it should also be diligent to protect the boards from unfair treatment at the hands of its members. The tradition of the North West Mounted Police was that a rigid standard of conduct was expected of its members, complaints against whom were investigated with a thoroughness bordering at times on the unduly harsh. Yet it was that rigid tradition that won for the force its tremendously high reputation. The same principle might well be applied to the teaching profession by its own leaders. It cannot be said that that is the case now. If security of tenure becomes merely a one-sided affair, so that teachers are merely Old Men of the Sea fastened irremovably on the shoulders of the community irrespective of the quality of service rendered, then that security of tenure will come to be regarded by the public not as the rightful due of an honorable profession, but as an abuse of an undeservedly privileged trade union, and it will sooner or later be destroyed.

Security of tenure is correctly regarded by the Alliance as an important right to be firmly established. It lies with the Alliance to remember that this right like most rights carries with it a corresponding duty, and that the discharge of that duty can best and most pleasantly be secured from within the Alliance itself rather than imposed on it from without.

Municipal School Boards in British Columbia

BY HARRY C. SWEET

PROVISION for the establishment of larger units for school administration may be made by legislation which makes possible the erection of school districts which include all the lands within the limits of one or more municipalities, or it may be made by legislation which sets up immediately boards which control all schools within the limits of the municipal districts already organized. The Manitoba School Act makes possible the establishment of municipal districts by the first method, while the British Columbia School Law has for a number of years provided a uniform organization for school purposes in all municipalities in the province. In Manitoba several municipal boards have been set up, outside of the cities, and the results which have been obtained have been so satisfactory that the municipal district is there considered to have been a successful experiment. The British Columbia plan has passed the experimental stage and must be

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considered a very successful permanent system for local control of schools.

The system of organization and classification of school districts which is in effect in British Columbia was provided for by act of the provincial legislature in 1906. School districts generally are classified as rural districts, community districts and municipal districts.

Rural districts are those which have to be established prior to local organization for municipal purposes. The affairs of one of these districts are managed by a local board of trustees with powers similar to those of a rural school board in Alberta.

Community school districts are established by governmental authority wherever a group of persons is living under communal conditions or where a group is carrying out any theory of common ownership of property.

The standard local unit is the municipal school district. Included under this head are the following types:

(a) City school districts of the first class, that is, city municipalities in which the average daily attendance of pupils is not less than one thousand.

(b) City school districts of the second class. This group is composed of the city districts in which the average daily attendance is from two hundred and fifty to one thousand.

(c) City school districts of the third class, in which come all city districts in which the average daily attendance is less than two hundred and fifty.

(d) Rural municipality school districts, organized in all municipal districts which do not come under the city classification above. Provision is made for the union of two municipal districts for school purposes. Such union often functions advantageously when a union is effected between a district municipality and a small city municipality located within or adjacent to the district municipality. When a new municipality is incorporated the area embraced within its limits becomes forthwith a municipal school district for control of all schools therein, which up to that time would have been independent rural school districts.

The number of trustees composing the board in a city district of the first class is seven; in a city district of the second class, five; in a city district of the third class, three and in a district municipality, five. An alternate two year term for trustees is provided for, which ensures continuity of membership and of policy. Each board submits its budget for ordinary expenditure to the municipal council, which must pass these estimates. The result often seems to be better equipment of schools, and better salaries for teachers than might obtain where all process of finance is in the hands either of school board or of regular municipal council.

The movement toward consolidation and transportation of pupils has not made such headway in British Columbia as it has in Alberta. This is probably due to the existence for over twenty years of the municipal type of district, as well as to the fact that population is for the most part concentrated in limited valley areas. In the inland fruit growing districts such as Vernon, Kelowna, Summerland and Penticton the policy of operating centrally located schools for city and surrounding agricultural area is coming into use. The pupils are brought to the town from within a five or six mile radius. The pupils get a better schooling; but the system is more expensive than that of the self-contained one-room school.

In general the tax rates for school purposes are only appreciably higher than might be expected under a smaller unit system. The rates range from eleven to seventeen mills.

In an interesting letter to the writer, explaining the main features of the system Inspector V. L. Denton of Saanich, B.C., expresses the opinion that it is peculiarly suitable to British Columbia where people are necessarily crowded into valley areas and where for the most part extensive settlement over wide areas is impossible. Trustees, teachers, the teachers' professional organization and inspectors consider the plan to be very satisfactory. It is noteworthy that during the period since its establishment that no meeting of the trustees' associations of the province has ever considered a motion disapproving of the system.

Investigators for the Manitoba Department of Education found an ideal example of the suitability of districts of larger area for prairie conditions in the rural municipality of Delta, which is of sufficient area to require eight one-room schools throughout the district with one six-room school covering the work of the continuation classes, centrally located in the town of Ladner.

If a similar plan were adopted for Alberta, it can readily be seen that there would be no disruption of existing arrangements for control of schools in the cities and in the larger incorporated towns. It could easily be provided that present advantageous arrangements for consolidation be continued. The great benefit would be the administration of groups of schools which are now classified as rural and village by boards representative of all parts of the larger districts. School trustees in Alberta are as a class broad-minded and wholeheartedly interested in education. Unfortunately, however, many cases may be cited to show that there are office-holders both ignorant of their duties and neglectful of their responsibilities; and this is particularly the case in those communities which are most in need of a progressive and generous policy on the part of their school boards. With the larger unit would come more assurance of uniformity in the matter of desirable personnel on school boards.

The British Columbia arrangements for local control of schools should be considered as a partial model at least when revision of the system at present in practice in Alberta is being considered.

Progress?

FRED S. WARREN, ROCHESTER, ALBERTA

ROOSEVELT said the greatest sport in the world is aggressively fighting for the right. The rural schools of Western Canada offer an inexhaustible supply of the greatest sport in the world. The burning question is this: are the boys and girls on the farm going to learn to read and write?

The present administration in Alberta does not appear to be hostile to education. In fact there have been many improvements made during their regime. The Minister's objective is Grade VIII for every boy and girl in Alberta. But there are many schools in Alberta that have never had a Grade VIII and the chances are, under present conditions, they never will. There is a large aggregate of boys and girls who have finished school who cannot do much more than sign their names,

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Royal Society of Arts Examinations

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ADVANCED

140 Words per Minute

| | Passes | Failures | Percentage of Passes |
|-------------|--------|----------|----------------------|
| GREGG..... | 37 | 11 | 77.08% |
| PITMAN..... | 99 | 100 | 49.75% |

120 Words per Minute

| | | | |
|-------------|-----|-----|--------|
| GREGG..... | 113 | 190 | 37.29% |
| PITMAN..... | 254 | 590 | 30.09% |

Combined percentage: GREGG 42.73%.
PITMAN 33.84%.

INTERMEDIATE

80 and 100 Words per Minute

| | | | |
|-------------|------|------|--------|
| GREGG..... | 838 | 437 | 65.73% |
| PITMAN..... | 2729 | 3264 | 45.54% |

ELEMENTARY

60 and 50 Words per Minute

| | 60 | 50 | |
|--------|------|------|-------------|
| GREGG | 713 | 437 | 388 74.77% |
| PITMAN | 1873 | 1753 | 2845 56.03% |

The foregoing figures are taken from the **Official Report**. We call attention to this because of the recent efforts to discount these official figures by a published comparison of the results made by students from a few selected **schools**, owned by a competing publisher, with the results made by students of all other **shorthand systems** from all types of schools.

The official results as given above apply to all students, of all systems, and from all kinds of schools, and not to a special group trained for the examinations.

The growth and superiority of Gregg Shorthand are demonstrated beyond question by the official figures of the Royal Society of Arts.

Send for Complete Report in pamphlet form.

THE GREGG PUBLISHING COMPANY

New York Chicago Boston San Francisco
London

One of the greatest advances is the Board of Reference. We asked for bread and got hard tack which is a great deal better than nothing. If the Board of Reference functions properly it will serve a very useful purpose in educational matters, as neither teachers nor trustees will send a case up that has not strong recommendations, and the mere fact that an unreasonable demand of trustee or teacher will receive an immediate, impartial hearing, will tend to create a spirit of sweet reasonableness on both sides. We might refrain from severe censure on the matter of security until we see how effective the Board of Reference will be.

TRUANCY

Possible the most glaring outrage on education in Alberta is the rural truancy system, or lack of system. The law, even if kept, is a humbug and a fraud. A child may stay at home 25% of the time and also receive six weeks exemption on top of that. This will let anyone off until November then the parents receive a five day notice and the school is closed on account of cold weather. In other words the teacher is fined one month's salary for trying to keep up the attendance. It seems positively criminal that a boy or girl should be swindled out of an education in this manner. The most conscientious teacher on earth cannot make progress with this snatch and run attendance. A farmer expects to feed his calves every day if he wants them to grow, and then complains that on two days a week attendance his children don't learn anything.

The simplest remedy is to stop this 25% exemption each month but allow thirty teaching days' exemption each year, for bad roads, minor illnesses and work at home. If a sure fine follows this for exploiting child labor, the attendance and truancy problem would disappear.

The School Attendance Act, section 7, subsection (2), reads as follows:

"The Minister may from time to time appoint such attendance officer or officers as may be required for the enforcement of this Act in districts that are not included within any city or town district."

Section 12: "Every person and officer charged with the duty of enforcing any provision of this Act who neglects to perform the duty imposed upon him shall incur a penalty, not exceeding ten dollars for each offence."

Why is the law not enforced? The inspectors have too much to do to handle this work and until the teachers hold their positions from the Department, it is utterly useless to get them to undertake it. The monthly school report should also include all names, not just a few "picked by the teacher." Anything will be an improvement in this matter.

PROVINCIAL SCHEDULE

Another great irritation which needs a remedy is the lack of salary schedule. One teacher may take ten grades and destroy her health for \$840, another gets \$1,200 for six grades. A certain group of teachers make a large increase by an appeal to racial hatreds. The inexperienced Normal student gets as much or more as the most experienced teacher. This is poor business, poor psychology and poor economics. A farmer who has cleared two hundred acres of land feels he is entitled to a bigger crop than the man who has only cleared one hundred acres. Why not apply the idea to education?

Let us pull the colored gentilema out of the fuel supply and discover what the real objectoin is. The chief virtue of the Farmers' Government is economy. (Hallelujah!) The only way to make a provincial

schedule work is by government administration. This means that the government grant must make the schedule. The simplest form would be to start at \$840 a year and advance \$100 a year to \$1,600. The school would supply \$840, the government the balance. This would not necessarily take much more money than at present.

It costs \$3,000 and several years' hard study to get a First Class Certificate. The average country salary is about \$900 (allowing for short seasons) or about \$75 per month for the twelve months the teacher must pay bills. A good farm hand gets \$45 and board or the same thing. A policeman with no educational test starts at \$800 a year with board and uniforms and a pension in twenty-one years. If a farmer wishes to buy seed grain he tries to get the best, not the cheapest, but if a farmer wants a teacher for his children, he looks for the cheapest, not the best. The greatest asset of Alberta is not pigs and wheat but boys and girls.

Platform of H. C. Sweet, B.A.

CANDIDATE FOR PRESIDENT

Lethbridge, Alta.,
March 21, 1927.

To the Members of the
Alberta Teachers' Alliance.

Fellow Teachers:

As a candidate for the position of president of the Alliance, I am accepting the invitation of the *A.T.A. Magazine* to submit facts with regard to my position and policy for your consideration.

If elected, I hope to be instrumental in promoting unity and harmony within the organization. This has always been my policy locally and as a member of the provincial executive. I shall endeavor to remove and to prevent the possibility of factional dissension. In the recent past the Alliance has risen above minor difficulties, has been influential in securing favorable legislation, and has come into excellent favor with educational authorities and with the public. I hope to be able to assist in future progress toward the attainment of our fundamental aims: efficient service to our fellow-citizens; harmonious co-operation with all educational forces, local, provincial and Dominion-wide in influence, and our improved professional status.

I feel that a large section of our membership will not look favorably upon the proposal that the third of four successive presidents should be chosen from the one city, but that rather the members will favor choice of a candidate from a section previously unrepresented in this office.

Your support and influence will be appreciated.

PLATFORM

1. A vigorous campaign to increase the membership of the A.T.A. by courteous canvass at the Easter and Fall conventions, and by travelling agents who will also represent the Bureau and the Magazine during the Fall term. A definite effort to popularize the Alliance among those teachers who are, at present, non-members.
2. Publication in the *A.T.A. Magazine* of all material of value to our members available after the sessions of the World Federation. Special local issues of the Magazine. Enlargement of Teachers' Helps section. Publication of complete statistics on A.T.A. membership in all parts of the Province, includ-

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- ing full lists of members, if space permits. Formulation and publication of a code of ethics to guide members of the profession in their duties toward pupils, parents, school boards, and fellow members.
3. Continuation of the A.T.A. Bureau of Education with its present business policy; new courses to be added as demand makes this advisable, these to be paid for on a royalty basis. Conservative financial policy with regard to the Bureau. No offer for purchase of Bureau which will protect the interests of stock-holders and creditors to be refused. Credit given on fees to holders of stock and to instructors.
 4. More complete organization of the Alliance by districts. All members to be attached to local nearest to place of residence, or to other local if the present member-at-large indicates a preference.
 5. A careful financial policy with a view to economy wherever possible. Financial committee to include Edmonton member.
 6. Continuation of the excellent work of the present Pensions Committee composed of Calgary members.
 7. Sustained effort with a view toward making the recently-established Board of Reference effective in securing fair treatment for teachers who feel that they are wrongfully dismissed.
 8. No change in our policy as a unit of the C.T.F. which brings us into association with the Dominion-wide teachers' organization movement, and which has secured us such valuable support in the past.
 9. Continued support of the proposal to establish municipal school boards.
 10. In general, I am prepared to support any movement toward broadening the policies and extending the influence and usefulness of the Alliance, both within and without the ranks of the profession.

Fraternally yours,
HARRY C. SWEET.

District Representatives' Platforms

As a candidate for the office of Geographic Representative for Central Alberta, I submit the following platform:

1. That changes be made to make possible the direct administration of all the business of the Alliance by the Provincial Executive. This may be brought about by devolving some of the functions of the Secretary-Treasurer on committees of the Executive and by amending the Constitution to the effect that the Secretary-Treasurer is not a member of the Executive.
2. That the Chairman of the Finance Committee have direct supervision over all expenditures and disbursements and that an annual return be prepared to show the names of all persons, members or non-members, who have received remuneration for services of any kind whatsoever to the Alliance, the Magazine or the Bureau; and showing in each case the amount of such remuneration.
3. Representation for rural members and members at large at the Annual General Meeting and provision for a referendum of the whole membership when important questions arise.
4. A continuation of aggressive efforts to secure a suitable provision for pensions.
5. A campaign for Municipal School districts for both Public and High Schools.

6. More attention from the Alliance to the educational problems confronting the Province.

7. A vigorous campaign to increase the membership of the Alliance.

If members of the Alliance in Central Alberta see fit to give me their support, I will do my best to see that the changes mentioned above are carried out.

J. McGUIRE,
Ponoka.

I have no platform—just *aims*. If the teachers of South-Eastern Alberta deem it wise to elect me as their District Representative, it shall be my aim

AS DISTRICT REPRESENTATIVE

1. To *know* my constituents—the members at large as well as the members of Locals.

2. To *consult* my constituents in regard to their opinions, difficulties, needs.

3. To *solicit* suggestions for the betterment of conditions in the district and in the province.

4. To *inform* my constituents of decisions and actions of the Executive.

AS MEMBER OF PROVINCIAL EXECUTIVE

1. To work for those objectives set forth as the purposes of the A.T.A.

2. To emphasize the professional as well as the economic side of the A.T.A.

3. To work for and to vote for such measures as I believe are desired by my constituents.

4. To be unsparing in time and effort in furthering any movement for the betterment of the teaching profession.

M. FOWLER,

Camrose, Alberta,
March 30th, 1927.

Dear Fellow Teachers:

Since permitting my name to be put forward as a candidate for the office of Geographical Representative for Central District I find I am expected to conform to the custom and make a declaration of platform with regard to Alliance affairs.

Being faced unexpectedly with the situation, I haven't had time to make a study of the issues now confronting the Alliance and therefore cannot formulate an elaborate platform. I shall merely say that I have been a member of the Alliance for a number of years and sincerely believe in its main principles which I understand to be:

(1) The primary aim of the teaching profession should be to give the best possible service to the community.

(2) In order to do this the position of the profession must be economically sound and socially self-respecting and respected.

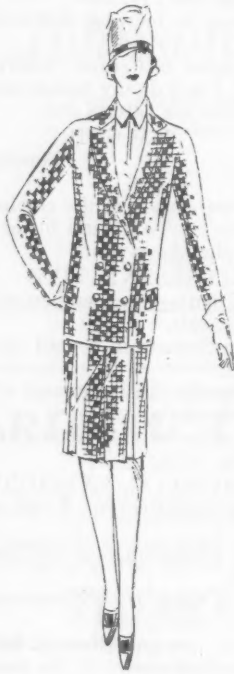
(3) Both professional excellence and the conditions on which that depends can best be attained and preserved by the collective action of all teachers.

I am interested in rural education for rural life, evolving education of high school grade, and in the promotion of education by co-operation between the community and the teachers. I believe this can best be done on the teachers' side through an organization such as the Alberta Teachers' Alliance.

As to particular problems now before the Alliance, I am not prepared to make a statement but shall bring to them an open mind and, should I be elected, whatever ability I have will be devoted to their solution.

Yours very truly,
F. L. TILSON.

(CONTINUED ON PAGE 28)



New Novelty Kid Gloves from France for Easter

Everything about these gloves is Parisienne from the quality of the kid to the cleverly executed ribbon trimmed cuffs. They are made of finest selected kid skins with cleverly designed cuffs. Have embroidered points in contrasting shades. Colors: Mode, beaver, grey, and black. All sizes 6 to 7½. Specially priced, per pair.....

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hours, bridges, etc., there are charming ones and two-piece frocks of silk crepes, taffetas, etc., featuring chic lines, chic vestee effects, also noteworthy is the clever handling to retain the slender lines and yet of fullness—this being accomplished and pleats.

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FOOTWEAR to match the new Spring frock or tailleur—to complete the chic of your newest ensemble, from sports to formal new shades—two-toned effects—new leathers. Footwear for every hour of the day, from sports to formal. Many new suede models are here in burgundy, sauterne, saddle brown, blonde and stone, and black patent; while the reptilian leathers, of such importance now, are represented in many models, and all of them are priced moderately. These new Easter arrivals are shown in pumps, strap styles, ties and oxfords, and are made on different lasts and in widths from AA to D, so you can be sure of a good fit. Choice of Cuban, Spanish, spike, low and walking heels. All sizes and widths. Priced

\$5.50 to \$10.00



EDMONTON, ALBERTA

Advertisement in the A.T.A."

The A.T.A. Magazine

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Published on the First of Each Month.



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Vol. VII EDMONTON, APRIL, 1927 No. 10

BLAIRMORE SCHOOL BOARD LUCKNOW S.D.

Candidates selected for the above posts who are members of the A.T.A. are earnestly requested to apply for information to

JOHN W. BARNETT,
General Secretary-Treasurer,
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Editorial

TEACHERS' CONTRACTS

BY SECTION 148 (1) of the Educational Act, 1921 (England), a local educational authority (the equivalent of the Board of Trustees in Alberta) may appoint necessary officers, including teachers, to hold office during the pleasure of the authority, and may assign to them such salaries or remuneration, if any, as they think fit, and may remove any of these officers. Also, by Section 29 (1) of the English Act teachers in "non-provided schools" may be dismissed "on educational grounds." In Alberta, however, under the form of teaching agreement now in use the contract continues in force from year to year. By the School Act (Alberta) it is the duty of the Board and it shall have power to suspend or dismiss any teacher for gross misconduct, neglect of duty or for refusal or neglecting to obey any lawful order of the Board. It is obvious, however, that cases will arise where either of the parties may desire to terminate the agreement without any question of misconduct, neglect of duty or disobedience arising, and therefore there has been inserted in the Alberta agreement a term (Clause 6) to the effect that either party may terminate by giving thirty days' notice in writing to the other, subject to this, that no such notice shall be given by the Board until a meeting has been called at which the teacher shall be given the opportunity of hearing the Board's reasons for proposing to terminate.

From the foregoing it is apparent that the contractual relations of the parties are somewhat different in Alberta than in England and that the Alberta teacher is in a somewhat stronger position on the face of things at least than his English colleague.

* * * *

THE Courts of England have from time to time considered the sections of the English Education Act above referred to. In the case of Short v. Poole Corporation the matter was dealt with by the English Court of Appeal composed of Sir Ernest Pollock (Master of the Rolls), Lord Justice Warrington and Lord Justice Sargent on appeal from Mr. Justice Romer. In that case the Court of Appeal held that a local educational authority has power to dismiss a married woman teacher in a public elementary school on the ground that in the bona fide exercise of their discretion they have come to the conclusion that it is impossible for her to look after her domestic concerns and, at the same time, effectively and satisfactorily act as a teacher. The plaintiff, Mrs. Short, had been appointed in March, 1914. No complaints were made about her efficiency as a teacher. She continued in her same employment for some time after her marriage. Her appointment was during the pleasure of the Board only under the authority of Section 148 (1) of the Education Act. No question of the power of the Board to dismiss on educational grounds arose.

MR. JUSTICE ROMER, the trial Judge, came to the conclusion that however deserving of sympathy the object of the defendants might be, they were attempting to dismiss the plaintiff from motives unconnected with the schools or education and irrelevant to the discharge of their statutory duties. He therefore gave judgment for Mrs. Short. From this judgment the defendants appealed. At the conclusion of the appeal Sir Ernest Pollock, M.R., said:

"The appellants (the School Board) do not contest the proposition that where an authority is constituted under statute to carry out statutory powers with which it is entrusted, there are cases which show that if an attempt is made to exercise those powers corruptly as under the influence of bribery, or *mala fide*—for some improper purpose, such an attempt must fail. It is null and void."

and Lord Justice Warrington said:

"It may be also possible to prove that an act of the public body, though performed in good faith and without the taint of corruption, was so clearly founded on alien and irrelevant grounds as to be outside the authority conferred upon the body, and therefore inoperative. It is difficult to suggest any act which would be held *ultra vires* under this head, though preformed *bona fide*. To look for one example *germane* to the present case I suppose if the defendants were to dismiss a teacher because she had red hair, or from some equally frivolous or foolish reason, the Court would declare the attempted dismissal to be void."

The same learned Judge also said:

"I now turn to the facts of the present case. There can be no question that the notice to the plaintiff was given in accordance with the opinion of the defendant authority, arrived at after careful consideration, that it is as a general rule inadvisable to retain married women as teachers in the public elementary schools. I can see nothing in this view alien or irrelevant to the making and keeping efficient the public elementary schools."

and having come to that conclusion he agreed in allowing the appeal.

Lord Justice Sargent said:

"If it were proved that the local authority had acted corruptly or *mala fide*, that is, for a purpose other than that for which their powers were entrusted to them, then the Courts would be entitled and indeed bound, to hold that the action so taken was outside their statutory powers and was void. And it might be, though it is difficult to imagine an example, that the action of a local authority was on the face of it so frivolous, arbitrary or vexatious that the Court would infer *mala fides*."

The Judges of the Court of Appeal were of the opinion, however, that in this particular case the Board had acted in a legitimate exercise of their duty and within the ambit of their powers and they accordingly allowed the appeal and dismissed the action.

IF in the Short case the teacher had been engaged under Section 29 (1) the Board could only have dismissed the plaintiff on educational grounds and under such circumstances the judgment in this case might have been very different. The point settled

by the Short case so far as England is concerned is that even where a teacher is appointed *during the pleasure of the Board*, the latter cannot dismiss the teacher except in the *bona fide* exercise of their discretion. It is quite apparent that the legal status of a teacher in Alberta is more firmly established than that of a teacher appointed under Section 148 (1) of the English Education Act where the appointment is only made during the pleasure of the Board, yet it would appear that the Courts of Alberta have not as yet found it necessary or seen fit to adopt the line of reasoning of the English Judges. Of course it must be remembered that the judgments of the English Court of Appeal are not binding on the Courts of this province although they are frequently followed.

* * *

AS an example of the view taken by Alberta Judges we quote from a judgment delivered recently:

"All through the evidence, everything points to the fact that this Board of Trustees didn't want that man (the plaintiff teacher) there. They dismissed him practically—so far as the evidence goes at least—*dismissed him without cause, which they had the power to do*, and not only that, but they seem to have raised all sorts of *trumpery and trifling charges* against him at the meeting."

We are tempted to ask: Was the opinion of the Judge that the Board had acted *mala fide* for a purpose other than that for which their powers were entrusted to them? To assume the affirmative is surely reasonable. Neither does it appear unreasonable to us to conclude that the Judge was of the opinion that the School Board ran no risk of the dismissal of the teacher being declared null and void; for does he not say the Board *dismissed without cause, which they had the power to do*?

* * *

OBVIOUSLY statutory powers are conferred upon school boards for the sole purpose of enabling them to perform the trust imposed on them when elected, to keep the school efficient. It follows logically then, that any action of a school board should be performed with a *bona fide* intention to advance and safeguard the interests of the ratepayers and pupils, and that dismissing a teacher for alien or irrelevant reasons (e.g., *trumpery and trifling*) is a corrupt exercise of statutory powers and *outside the authority conferred upon the body*.

* * *

WE in Alberta must not lose sight of the fact, however, that the law in such matters is in course of development in this province. A good deal of progress has been made already and it is to be hoped that within a few years it will be well settled both from the express words of the contract itself and by judicial opinion that a teacher in this province cannot be dismissed by the procedure set up in the contract except on educational grounds and in good faith.

Platform of H. B. Johnson, B.A. Candidate for President

To the Members of the
Alberta Teachers' Alliance.

I have accepted nomination for the office of president of your Alliance. Having been a member of the Alliance since its organization, and having had one year of service on the executive of the A.T.A. and several years of service on the executive committee of the Calgary Local, I feel that I have a close acquaintance with the policies and aims of the Alliance and some knowledge of the present and future needs of our organization.

As a candidate, therefore, for the office of president of your organization, I submit the following:

(a) Complete executive control of policies and activities of the A.T.A.

This was the policy of the organization at its inception. The fact that the members of the executive lived considerable distances apart, thus making frequent meetings of the executive difficult and expensive, and the fact that many and various urgent cases arose that apparently required immediate action being taken, the functions of the executive became gradually vested in the General Secretary.

Now, however, after our years of experience, during which many types of difficulties have arisen and been dealt with, there is a widespread feeling that the executive committee is in a position to lay down a general policy for dealing with the standard types of cases, and should again become the active body in determining the course of action to be followed in all cases other than general routine.

The executive committee must be active rather than passive, to successfully attain the aims of our organization.

(b) The unifying into one strong professional group, the members of our profession.

In the opinion of many members and possible members of our organization the purely economic phase, legitimate in itself, has been stressed to the exclusion, in a considerable degree, of the professional phase. Much more attention should be given to this side of our organization in order to obtain the most far-reaching results. This may be accomplished by working along various lines. As an organization we can take a much more active interest in all activities pertaining to our work, and make a closer study of our problems, not as affecting the individual, but as affecting the profession to which we belong. An exchange of ideas with the educationists of our neighboring provinces and with our neighbors across the line would have an enlightening and broadening effect. To make my point clearer: An outstanding educationist is invited to come to us to deal with certain phases of education. He comes at the invitation of some local. That local gets in touch with other locals and arranges for an itinerary. This will cost money, but such money is well spent. Again, the annual general meeting might well reserve a portion of time for an outside speaker, thus making our annual meeting a conference and not so purely a business meeting, as in the past.

There is no intent on my part to supplant the A.E.A., but to supplement the work done by that body. Where the speakers at the A.E.A. deal with generalities,

those to the A.T.A. would deal with topics of a more strictly professional nature.

A course of action carried out throughout the province upon some such line as the above would satisfy many of the needs of the Alliance. All could find an interest in the work of the organization and a professional pride would be aroused that would strengthen and unify us, and ultimately gain for us recognition as a profession from others.

(c) The membership fees of our organization needs to be placed on a more equitable basis.

The thorough examinations of the various systems of apportioning and collecting fees would bring to light some system that would suit our conditions better than the one at present in use.

I would favor a system along the following lines: One fee paid to the local. The local to forward to the provincial organization a per capita levy. The member to be responsible to the local, and the local to the provincial. The rural teacher to pay the membership fee, set at a definite sum by the general executive, to the nearest local, and to have representation through that local at the annual meeting.

(d) The establishment and maintenance of a reserve fund to take care of any worthy or necessary expense that cannot be met out of current revenue, is a necessity. This fund should be handled by the executive committee or by a permanent committee of Alliance members; all disbursements, however, being ordered by the executive committee in council.

(e) The pensions scheme must be kept to the fore, and the committee handling such given all assistance and encouragement.

(f) All committees appointed by the executive for special work to have full control of that task and to be responsible to the A.T.A. executive committee, is an essential for successful work. Great care should be exercised by the executive in choosing all committees, suitability for the various tasks should be carefully considered.

(g) The affairs of the Bureau of Education should be thoroughly examined by a competent committee with a view to the feasibility of the continuance of the Bureau. Action by the A.T.A. based on the findings of the committee, to follow.

(h) I favor:

1. Rigid adherence to budget.
2. Careful scrutiny of all expenditures of Alliance funds.
3. Legal advice free to members.
4. Legal action costs to be met to a larger degree by the benefitted party.
5. No action on the part of the executive that may involve expenditure of money not available from current revenue.
6. No special levy for any cause whatever.
7. No orders on the Bureau, Magazine, or any other fund under Alliance control, to be accepted for Alliance membership fee. It is bad business and is the source of much dissatisfaction among the membership.

If you, as members of the Alberta Teachers' Alliance, believe the above policies to be sound, I solicit your support.

Platforms of Candidates for Vice-President

To the Members of the Alberta Teachers' Alliance:

Having been honored with the nomination for Vice-President of the Alberta Teachers' Alliance, I respectfully solicit the support of Alberta teachers on my behalf.

I feel that at this time a constructive policy is essential to our further progress, and I hereby submit my platform, which I trust you will feel justified in supporting.

1. To re-establish the direct control by the Executive of all A.T.A. affairs.

2. To appoint a Finance Committee composed of members of the Executive, whose duty it shall be to control all expenditures, to practise the most rigid economy compatible with efficiency of Executive control.

3. To establish a reserve fund, which fund should receive a share of all fees paid into the organization, this to be held for emergency expenditures.

4. To form a committee of the Executive, whose duty it shall be to gather the best opinion on educational topics and to prepare themselves to propose, through the Executive, definite plans for advancing education in the Province.

5. To evolve some more satisfactory method of giving rural teachers a fair proportion of representation in the Annual General Meeting.

6. To further the work of the Pension Committee in every way possible.

7. To win for the A.T.A. the complete confidence and support of all teachers by giving most careful attention to existing grievances, and, as far as possible, to remove their causes.

8. To consider myself at all times as having been appointed to serve the teachers not as one holding a position of authority.

Your obedient servant,

Vegreville, Alta.

ADA I. WRIGHT.

Jasper, March 29th, 1927.

Having accepted nomination for the office of Vice-President, I wish to place before my fellow-members some of my views on Alliance matters.

I. I stand as an Independent. If elected I will strive always to do what is best for the organization. I am not Barnett nor am I anti-Barnett. I am out for the good of our organization and a square deal. I approach this election with nomination from a few small locals. I could have had the fiat of a large local at the sacrifice of independence of action. I have no quarrel with anyone who is honestly trying to forward the interests of our A.T.A.

II. I favor abolition of the Bureau and just treatment of the instructors.

III. I advocate an inquiry into ways and means of reducing overhead expenses and building up a reserve fund. I do not favor salary reductions.

IV. I have been a member ever since the inception of our Alliance.

D. M. J. CONWAY.

R. D. WEBB

I shall esteem it an honor to serve on the Executive of the Alberta Teachers' Alliance, and if elected will exert my best efforts to further the interests of the whole teaching body. Any policies I now suggest are subject to revision if with the detailed information

available as a member of the Executive they prove impracticable or undesirable. With this qualification I shall advocate the following policies:

BUREAU OF EDUCATION

I believe that the Bureau has a useful function to perform, and that eventually it will be in an improved financial position. A survey should be made of courses and lesson helps that the teachers require, and these should be provided if the market appears to be adequate. Any new courses should be written on the royalty basis, and efforts should be exerted to make the form of lesson helps more attractive.

MAGAZINE

The magazine is one of our most successful ventures and it would seem to be unwise to make any radical change in policy or management.

PENSIONS

A good deal of excellent work has been done by the Alliance Pensions Committee under the able chairmanship of Mr. W. M. Brock, of Calgary. A bill has been prepared and the matter has been brought before a Cabinet committee and also the whole Cabinet on several occasions, so that the ground work has been pretty thoroughly covered. The time seems to be ripe for a final effort in which the best brains of the Alliance should be enlisted and the personnel of the Pensions Committee enlarged.

DUTIES OF THE SECRETARY-TREASURER

The position of the Secretary-Treasurer has become a highly technical one, involving a knowledge of office routine, magazine publication, law, the school curriculum and organization work. It would appear to be advisable to secure a young man of good personality with a business training, and if possible some experience as a teacher, to work in conjunction with the Secretary-Treasurer. In case of the sickness of the Secretary-Treasurer or other eventualities the work of the Alliance would not then be thrown into a state of chaos while a new officer was becoming familiar with the work.

MARKING OF EXAMINATION PAPERS

Alberta has the distinction of having the most unsatisfactory system of marking examination papers of any province in Canada. A committee of the Alliance, after getting the views of the teachers, should confer with the Minister with a view to getting an equitable, professional and dignified method of dealing with this work.

If elected I shall strive to work in harmony with those whose views may happen to differ from my own, and if defeated my services shall still be at the service of the Alliance when required.

Calgary.

L. ROBBINS.

Having been nominated for the office of vice-president, I herewith submit my policy for your consideration:

(1) A more energetic programme, if possible, to increase the membership of the Alliance among the rural and small town teachers. In order to become 100% strong a great deal of work must be done in these districts. The A.T.A. has done very good work in this field, but I think it is possible to do still more.

(2) To continue to urge upon the rural school teachers the advisability of forming locals and keeping them going.

(3) To urge the Department to adopt a more efficient method of training in the Normal schools for rural school teachers.

(4) To continue to work for the A.T.A. pension scheme for teachers.

DISTRICT REPRESENTATIVES' PLATFORMS

(CONTINUED FROM PAGE 21)

Medicine Hat.

Vegreville, Alberta, March 24th, 1927.

To the Members of the A.T.A. in the
District of Northern Alberta.

Fellow Teachers: I have again been honored by having been nominated for the office of District Representative for Northern Alberta on the Executive of the Alberta Teachers' Alliance, and I respectfully ask for your confidence and your support in the forthcoming campaign.

I believe that the coming year will be a most critical one in the history of the A.T.A. For some years there has been considerable friction in the management of our organization. This friction has nullified to a large extent the influence of the Alliance. It has driven from our ranks many of the foremost members of the Profession, and it is tending to destroy that high sense of professional loyalty without which our cause can never prosper. The correction of this state of affairs should receive the first care of the new Executive.

I am of the opinion that the Finances of the organization should be placed directly under the control of a Committee of the Executive, and that this Committee should be instructed to bring about all possible economies and to lay the foundation for a substantial Reserve Fund, it being understood that on no account, should membership fees be increased.

If elected to the Executive this year I shall endeavor:

(1) To eliminate all causes of friction in the management of the Alliance.

(2) To have established a Finance Committee as outlined above.

(3) To prosecute a vigorous campaign in the furtherance of a greater measure of security of tenure for teachers.

(4) To assist in the development of the idea of Municipal School Districts or of some unit larger than the present School District.

(5) To seek for some adequate solution to the problem of High School Education for Rural pupils, and

(6) To serve your interests and the interests of our organization as a whole to the very best of my ability.

Thanking you, I am,

Your obedient servant

(Signed) JAMES McCREA.

The outstanding plank in my platform which I submit to the electors of the Geographic District Representative for S.-E. Alberta, is one of deep concern to all Locals.

I believe that there must be something done immediately towards a movement that will link up the rural and urban A.T.A. Locals more closely to the A.T.A. headquarters and A.T.A. interests. At the present time there seems to be very little interest taken in the smaller centres because the teachers are not kept sufficiently informed on A.T.A. matters.

The solution of this problem is a matter for the Executive to deal with. This year one new Geographic District has been formed, but even yet the districts are too large for the Geographic Representative to work. An annual visit to the locals by our General Secretary-Treasurer, and some further responsibility placed on the Geographic Representatives, would be of great benefit to the various locals.

If elected to the office of District Representative for S.-E. Alberta, I will use my influence towards the promotion of any movement to bring the Locals of this District into closer touch with A.T.A. matters.

Drumheller, Alta.,

Yours respectfully,

March 17, 1927.

A. J. HEYWOOD.

My policy is as follows:

The Alliance should now go forward with larger administrative units as a major objective, because:

(a) Under the existing system the rural school district is the least able to retain a competent teacher.

(b) The rural classroom requires in the teacher greater versatility, industry and organizing capacity than town or city classroom.

(c) The tendency that now exists for all progressive teachers to move into the towns and cities is therefore contrary to the real need of the situation.

(d) This is an evil which may be combatted by financing provincially instead of parochially; and framing salary schedules to give the hardest job the best money. Distinctions of "city," "town" and "rural" for salary purposes are pure nonsense.

An investigation should be made of the causes which keep 45% of teachers outside the Alliance. There may not be one general cause; but if we isolate and remedy just one quarter of what is wrong, we may expect to gain a thousand members. We have been guessing and dogmatizing too long about the non-members.

A. J. H. POWELL.

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Helps in Physical Education. 8.

BY MAJOR HECTOR KENNEDY, D.S.O., DIRECTOR OF
PHYSICAL EDUCATION, EDMONTON SCHOOLS

THE purpose of these tables is to give the children exercise, a fact which is often overlooked. Active movement is the essential element in Physical Training; positions and postures are useful only in so far as they ensure that the movement, the essential exercise, is of the most beneficial nature. In order that the class may receive sufficient exercise they need to repeat the movements of the exercises a sufficient number of times and execute them with plenty of energy. Limply stretching the arms sideways a couple of times is not a beneficial exercise and strengthens neither the body nor the will. The class should exercise vigorously, and while doing the exercise should keep active and alert. In this way they will reap the full benefit of their lesson. When children play naturally, their output of energy is often enormous and this is nature's way of securing the healthy development of their bodies.

A useful device for stimulating interest and hard work is occasionally to allow free practice in the movements of an exercise. The teacher tells the children what to do and then lets them try it by themselves.

It is very essential to insist on accuracy of performance as well as vigorous work because movements carelessly executed do not serve the purpose intended. In conducting formal exercises the teacher must, therefore, take pains to give plenty of movement, to elicit a lively, cheerful response, and to insist on correct performance. However, if children are interested they will do energetic work and it will be easy to secure accurate results. On the contrary if the teacher wastes too much time in meticulous correction of faulty execution this acts as a check on the children's instinctive desire for activity and as a result the performance will do the children no good and may even create a dislike for the lesson in Physical Exercises.

Table VIII

1. Running on the spot and turning about on whistle. Deep breathing imitating a train. Take in a deep breath. Exhale with the ch-ch-ch in imitation of steam exhaust.

2. Astride. Hands on thighs. As soon as this is learned take: Astride, hands on thighs, head pressing backward.

Commands: With feet astride hands on thighs—Place! Head pressing backward counting about 1-2-3-4- and stretching upward to starting position on -5. With feet together, with a jump, hands back at sides—Place!

3. Single arm upward. Arm changing with forward swing.

(a) Commands: Left arm forward and upward—Swing! Arms—change! etc., or: Arm changing by numbers, 1-2, etc., to 12. Arm—lower!

Note: As one arm swings forward and upward, the other swings forward and downward.

(b) Arm sideways. Arms across bending. Arms sideways—Raise! Arms across—Bend! Arms—Fling! Repeat six times. Arms sideways and downwards—Lower!

BREAK: Crow hop turning round on the spot; at whistle stand high on toes and raise arms sideways.

4. Upward jump. Correct form.

(a) Commands: By numbers, upward—Jump! 1-2-3. At 1 bend knees to get a spring and jump, land in good

balance. At 2, knees stretch. At 3 heels lower. Jump high. Raise chest and look forward.

(b) Hips firm. Knee raise. Foot bending and stretching.

Commands: Hips—Firm! Left knee—Raise! Foot—Bend! Stretch! etc. By numbers, feet—change! Repeat the foot bending six times. Knee—Lower! Hands—Down!

5. (a) Astride. Under bend. Quick trunk turning from side to side.

Commands: By numbers feet astride and hands under arms—Place! Quick trunk turning from side to side, beginning to the left—1-2, etc., to 10. Feet together and hands—Down!

(b) "Kick the hand sideways."

Commands: Left arm sideways—Swing! Kick the hand sideways—Kick! Repeat four times to left and four times to right.

6. Marching with turning about in four movements.

Commands: Forward—March! Right, about, turn—1-2-3-4. Later with class counting. Class—Halt!

Note: Begin the command as left foot comes to the ground. Say: "Left, right, left, right, about, turn, 1-2-3-4," all in rhythm of marching. Be careful to make a pause between the command "about" and "turn."

7. Deep breathing, judging your own time. Begin. Stop. And then breathe normally.

Games

1. PARTNER TAG. Indoor or outdoor. One player is the odd man; another is the chaser. All the remaining children pair off and move about, arm in arm. The chaser tries to catch the odd man who is allowed to save himself by linking arms with a player in any pair. As soon as he does this the player of the pair whose arm he has not taken runs away and becomes the odd man. If the odd man is caught he becomes the catcher, and the former catcher takes an arm and releases a new "odd man."

2. LATH AND PLASTER. Rub the top of the head with one hand and simultaneously pat the chest with one hand. Reverse the movement, patting the head and rubbing the chest. Do each of these things with the hands changed, the hand that was on the chest being placed on the head and vice versa.

3. ESKIMO RACE ON ALL FOURS. The performers stand with hands and feet on the floor, the knees stiff, the hands clinched and resting on the knuckles. The elbows should be stiff. In this position a race is run, or rather "hitched" over a course that will not be easily too short for the performers.

Dominion Registration of Teachers

FOLLOWING the action of the Canadian Teachers' Federation Convention of 1925 in referring the report of the Manitoba Committee to the Provincial Organizations, the Executive of the Manitoba Teachers' Federation appointed the following committee to give the question of Dominion Registration of Teachers further consideration and submit recommendation: Mr. A. E. Hearn, Mr. D. Allison, Mr. C. W. Laidlaw, Mr. G. J. Elliott.

The Executive of the Manitoba Teachers' Federation directed that the report of this committee be forwarded to the Convention of the Canadian Teachers' Federation without prejudice.

Resolutions of this Committee are as follows:

1. That the Canadian Teachers' Federation submit the following plan after due consideration and amendment to the provincial organizations for consideration by the several executives.

2. That on adoption by the provincial executives the following procedure be directed:

(1) The Secretary of the Canadian Teachers' Federation shall compile a Register of Teachers to be known as the "Dominion Register."

(2) The Register shall be in one column, names of registered teachers being arranged alphabetically.

(3) The names, professional addresses and registry numbers shall be published annually, as shall be directed by the Annual Convention of the Canadian Teachers' Federation.

(4) There shall be kept on file in the office of the Secretary of the Canadian Teachers' Federation a record of each registered teacher showing academic standing, professional training and teaching experience and such other information as may be called for by resolution of this organization. The applicant may add to his registry at any time on payment of a nominal fee.

(5) A certificate of registration covering a period of seven years and renewable on application without charge, shall be issued to each registered teacher, and on this certificate shall appear a copy of the record kept on file in the office.

(6) Registration may be cancelled on recommendation of the Provincial Committee by the Canadian Teachers' Federation Convention but not until the teacher concerned shall have had an opportunity of preparing and presenting a defence.

(7) Each applicant for registration must present evidence of:

- (a) Professional spirit.
- (b) Academic standing.
- (c) Professional training and experience.

(8) There shall be a Committee on Registration in each province, which shall be organized as follows:

- (a) For the year next following the acceptance of this plan, the Provincial Committee shall consist of all regular delegates appointed by affiliated organizations who have attended one or more of the Annual Conventions of the C.T.F., and who make formal application for registration on or before the 31st day of December in that year; the convener being named by the Provincial Executive. During this year applications shall not be entertained from more than ten per cent. of those eligible for enrollment in any province.

- (b) In succeeding years the existing Committee shall conduct a postal vote during the month of November and elect a Provincial Registration Committee of not less than three, nor more than five. The member-elect who receives the largest number of votes shall be considered convener. Only registered teachers shall be eligible to vote or to serve on the Provincial Registration Committee.

(9) Applications shall be made on a prescribed form, in duplicate, and directed to the Secretary of the Canadian Teachers' Federation.

(10) The Secretary shall, within thirty days, forward one copy of the application to the convener of the Provincial Committee and shall notify each other member.

(11) The Provincial Committee shall consider each

application, ballot vote shall be taken after due investigation, more than one adverse vote shall be sufficient to reject.

(12) The Provincial Committee shall report to the Secretary of the Canadian Teachers' Federation on or before the 15th day of May.

(13) The Secretary shall present the consolidated list at the second session of the Annual Convention of the C.T.F. as a report of the Registration Committee, and this report shall be dealt with in camera.

(14) The Canadian Teachers' Federation shall have power to refer back any case to the Provincial Committee for reconsideration, but shall not have power to reject any name reported favorably by the Provincial Registration Committee.

(15) Provincial Committees shall forward by registered letter to the Secretary of the C.T.F. at least twenty days before the first session of the Annual Convention all correspondence covering investigations made during the year.

(16) This correspondence shall be confidential and on the adoption of the report it shall be the duty of the President and Secretary to see that such correspondence is destroyed.

(17) Applicants for registration shall give evidence of:

- (a) Professional spirit—by naming three or more sponsors who are registered teachers and who have adequate knowledge of the character and work of the applicant.
- (b) Academic standing—stating the highest certificate held, its year of issuance, and its number. (A minimum of three years' High School work or its equivalent beyond Grade 8 being required.)
- (c) Professional training and experience—by a statement covering the name of training school and length of term, and the schools in which service has been rendered, with dates.

(18) It shall be considered that the demands of Section 17, Sub-section C, have been met if the applicant gives evidence of:

- i. Possessing a permanent certificate and having had five years' subsequent successful teaching experience, or
- ii. One year's Normal School training or its equivalent, a permanent certificate and three years' subsequent successful teaching experience, or
- iii. Two or more years' Normal School training and one year's subsequent successful teaching experience.

(19) Each application for registration shall be accompanied by a fee of five dollars or such amount as may be determined from time to time by the Canadian Teachers' Federation or other governing body.

(20) Application fees shall be held in a separate fund by the Canadian Teachers' Federation and used to defray the legitimate expenses of the work of registration as certified by the Chairman and Secretary of the Provincial Registration Committees.

(21) This plan may be amended in the same way as the Constitution of the Canadian Teachers' Federation.

(22) On petition of a majority of registered teachers, actively engaged, for separation from the Canadian Teachers' Federation, the work of registration shall be handed over to a group designated in such petition, but such action shall not be taken unless such majority shall include at least 25% of the registered teachers in each and every province.

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We are glad to be able to report that our new venture is arousing considerable interest.

F. H. enquires as to "the name of the Teachers' Nature Study Guide for Primary Grades." We have been unable to locate any work with such title thus far. Can any of our readers help us with respect thereto? We would like the name, author, publisher and price. The only work of this nature that we know is the "Manual of Nature Study" by J. Scott, of the Calgary Normal School; \$1.00. This we are informed has excellent material and suggestions for all grades. It can be obtained from F. E. Osborne, Bookseller, 8th Avenue, Calgary. The price includes postage.

E.G.M. writes asking for stories of such countries as "Mexico, West and East Indies, Zanzibar, Ceylon, Italy, Arabia, Hawaii and other places." In Grade IV, the course requires lessons on fruits, spices and nuts, etc. For example I have the story of vanilla from Mexico but no material of interest to children on Mexico, its children or anything else except the bare facts given in the Geography. What suggestions have any of our readers along these lines? Who of you will send us in such stories for publication? We are informed that Messrs. Flanagan of Chicago publish something of this nature.

"M.McL." asked for a definition of the word "Siha," which occurs in the Memory Work for Grade IV., in the February number. The reference is to a species of rose, but again we ask any of our readers who know more to help us as to the word.

"O.W." has some interesting suggestions to offer. This correspondent says "I wish you would feature in your next issue a system by which teachers could keep an accurate record of their achievements in the classroom, preferably a weekly record of work.

... The school record book should also indicate the standing of all the pupils at the mid term and final examinations—preferably the marks secured in each subject rather than a general statement. In such a book, too, the teacher could note in spaces designed for the purpose, difficulties encountered in interpreting the Course of Studies, special features of the district, or any other educational problem."

We would welcome any suggestions or schemes along these lines from any of our readers. To our mind this is a valuable idea; as our correspondent says: "Permanent records will be established in all the schools of the province, and the customary loss of two months each year—usually, when a new teacher is feeling his way—would be avoided. . . . Then again by measuring the Course in this manner the records of experienced teachers could be compared, hence the basis for establishing a new course could be secured from actual experience rather than from the theories of experts."

Now, here is our "cry from Macedonia." Who will join us in a long pull, a strong pull, and a pull ALTOGETHER, so that we may worthily meet these requests and suggestions.

We cordially thank our correspondents for their letters and their appreciation of our efforts. One other letter we have turned over to the Executive for their consideration before we undertake dealing with its content in these columns.

CORRESPONDENCE

E.G.M.—We appreciate your kind remarks on our new venture. Just now we can suggest the "Peeps at Many Lands" series for what you want. Will endeavor to have something further for you next month.

FROM "FOR THE CHILDREN'S HOUR," BY BAILEY & LEWIS

THE TRAVELS OF A FOX—GRADE I

A FOX was digging behind a stump and he found a bumblebee. The fox put the bumblebee in a bag and travelled.

The first house he came to he went in, and he said to the mistress of the house: "May I leave my bag here while I go to Squintum's?"

"Yes," said the woman.

"Then be careful not to open the bag," said the fox.

But as soon as the fox was out of sight, the woman just took a little peep in the bag and out flew the bumblebee and the rooster caught him and ate him up.

After a while the fox came back. He took up his bag and he saw that his bumblebee was gone, and he said to the woman: "Where is my bumblebee?"

And the woman said: "I just untied the bag, and the bumblebee flew out, and the rooster ate him up."

"Very well," said the fox, "Then I must have the rooster."

So he caught the rooster and put him in his bag and travelled. The next house he came to he went in and said to the mistress of the house: "May I leave my bag here while I go to Squintum's?"

"Yes," said the woman.

"Then be careful not to open the bag," said the fox.

But as soon as the fox was out of sight, the woman just took a little peep into the bag, and the rooster flew out, and the pig caught him and ate him up.

After a while the fox came back, and he took up his bag and he saw that the rooster was not in it, and he said to the woman: "Where is my rooster?"

The woman said, "I just untied the bag, and the rooster flew out, and the pig ate him."

"Very well," said the fox, "I must have the pig then."

So he caught the pig and put him in his bag, and travelled. And the next house he came to he went in, and said to the mistress of the house: "May I leave my bag here while I go to Squintum's?"

"Yes," said the woman.

"Then be careful not to open the bag," said the fox.

But as soon as the fox was out of sight, the woman just took a little peep into the bag, and the pig jumped out, and the ox ate him.

After a while the fox came back, and he took up the bag and he saw that the pig was not in it, and he said to the woman: "Where is my pig?"

The woman said: "I just opened the bag and out jumped the pig and the ox ate him."

"Very well," said the fox, "I must have the ox, then."

So he caught the ox and put him in his bag and travelled.

And the next house he came to he went in and said to the mistress of the house: "May I leave my bag here while I go to Squintum's?"

"Yes," said the woman.

"Then be careful not to open the bag," said the fox.

But as soon as the fox was out of sight, the woman just took a little peep in the bag, and the ox got out and the woman's little boy chased him over the fields.

After a while the fox came back. He took up his bag, and he saw that his ox was gone, and he said to the woman, "Where is my ox?"

And the woman said: "I just untied the string, and the ox got out, and my little boy chased him away off over the fields."

"Very well," said the fox, "I must have the boy then."

So he caught the boy and put him in his bag and travelled.

And the next house he came to he went in and said to the mistress of the house: "May I leave my bag here while I go to Squintum's?"

"Yes," said the woman.

"Then be careful not to open the bag," said the fox.

The woman was making cake, and the children were around her, asking for some.

"Oh, mother, give me a piece," said one; and, "Oh, mother, give me a piece," said the others.

The smell of the cake came to the little boy, who was weeping and crying in the bag, and he heard the children asking for cake and he said, "Oh, mammy, give me a piece."

Then the woman opened the bag and took the little boy out, and she put the house-dog in the bag in the little boy's place. And the little boy stopped crying and had some cake with the others.

After a while the fox came back. He took up his bag and he saw it was tied fast, and he put it over his back and travelled far into the deep woods. Then he sat down and untied the bag, and if the little boy had been in the bag things would have gone badly with him.

But the little boy was safe at the woman's house, and when the fox untied the bag, the house-dog jumped out and ate him up.

GRADE I—NATURE STUDY

In spring the day is early

And wakes a rosy world;

When all the twigs are pearly

And every bud's uncurl'd.

The birds are up and singing

Before they can be seen—

And April winds are winging

Their way to make earth green.



"PRETTY RING-TIME"—Margaret Tarrant

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What is the name of this season?
 What is the name of this month?
 Name the spring months.
 What is meant by "the day is early"?
 Is the day earlier in spring than in winter?
 What is a "rosy world"?
 Name two birds that come early in spring.
 Is it always easy to see them?
 What is the April wind going to do?
 What color is the earth now?
 What color was it during the winter?

Blackboard Reading

What the wind does.
 The spring wind helps to melt the snow.
 When the snow is gone the earth is like a big sponge. It is full of water.
 The wind dries the sidewalks, the roads, and the fields.
 The ground is covered with dead leaves, twigs, and bits of paper.
 The wind comes like a big broom and blows all this rubbish away.

The spring wind is not always pleasant.
 Sometimes it is raw and cold and full of dust.

Seat Work

Make an April calendar.
 Write three stories (sentences) about spring.
 Make a picture of two trees on a hill side with branches bent over as if the wind were blowing.
 Draw a twig with little brown buds on it.
 Make a spray of pussy willows.
 Write beside it:

"Pussy willows gently sway
 In their pretty hoods of gray,
 'Spring has come,' they softly say."

Draw and color a robin.

Write underneath:

"Robin Redbreast, brave and gay,
 Gathering threads and bits of hay,
 'Spring has come,' we hear him say."

Make a picture of wild flowers.

Write underneath:

"Wild flowers, so full of cheer,
 For cold winds they have no fear.
 They are saying, 'Spring is here.'"

HEALTH RHYMES

Four and twenty white teeth
 Standing in a row.
 It's my task to keep them
 Just as white as snow.
 I brush them every day
 With water, pure and clean,
 I am sure you'll say
 They're the prettiest you've ever seen.

Little Miss Muffet sat on a tuffett,
 Eating her porridge and cream,
 Then she ran up the stair,
 Brushed her teeth and her hair,
 And started for school, neat and clean.

Little boy, little boy,
 Where have you been?
 I've been to the grocer's
 To buy bread and cream.
 For good rich milk and plenty of bread
 Are sure to make my cheeks quite red.

NATURE STUDY—GRADE II THE ENGLISH SPARROW

THE English or house sparrow is a well-known inhabitant of our country. In cold weather we see it in large flocks collected in our towns and villages, gathering its food off the streets. In size it is larger than the chickadee, but smaller than the robin. The general color of the bird is brown, with the underparts grayish white. The male has a patch of brown on each side of his head, with a black bib on his throat and upper breast.

It has no song, only a harsh chirp. It is so quarrelsome that it drives away the song birds which we are glad to welcome. After driving them away these birds quarrel among themselves, and keep up a continual clatter.

The bill of the English sparrow is short and broad, being adapted to the getting of grain and seeds, which constitute its food. It prefers grain, and will only eat weed seeds when grain can not be obtained. During the nesting season, the baby sparrows are fed insects by their parents, but this good is offset by the damage these young birds do later to the grain fields.

Its nest is built of straw, feathers, or any available material, in an untidy manner, in some protected spot around a building,

often under the eaves. The eggs are from five to seven, generally white in color, finely speckled in gray or olive. Several broods are raised in a year as nesting lasts from early spring to late fall.

This sparrow is found in most parts of the world, and was introduced into America from Europe about 1850, under the impression that it was an insect eater. It has spread over the whole continent, and proven a pest in two ways. First, by driving away song birds, which are insect eaters, and, second, by consuming many dollars' worth of grain. The general opinion is that this bird's nests and eggs should be destroyed.

SUGGESTED TOPICS FOR GRADE II. LANGUAGE

Courtesy, use of—"I beg your pardon," "Good morning," caps off.

Courtesy to the elderly—To those of different race, to ladies strangers, etc.

Conduct in Public—On the way to school, care in crossing streets, taking turn at drinking fountain, or post office wicket, etc.; taking part in concert—child's poem, voice, etc.

Care of School and Public Supplies—Readers, library books, exercise books, pencils, etc.; no waste of any kind, no disfiguring of buildings, etc., and protesting against it being done by others; care of grass, flowers and trees.

Personal Care and Hygiene—Clothing neat and clean, boots and hair well brushed, teeth brushed, finger nails clean, plenty of fresh air and plenty of sleep.

Talks on Playthings—Pets, helping parents, weather, games to play, helping the birds in winter, what we do to get ready for school, keeping to the right in passing, use of newspaper, church, preparation for gardening, growth from seeds (beans, etc.), care of flowers; picture study (give a few suggestive questions).

Stories of Children of Other Lands—Indian, Chinese, Japanese, Dutch, Eskimos, etc.

Other topics are suggested on Page 54, Part I. of the Course of Study.

The use of several of the above topics saves a certain amount of time as they include parts of the course on Nature Study, Hygiene and Citizenship.

I find it a good idea (if time allows) to write on blackboard the two or three best sentences given by the children. These can be used later as a reading or transcription lesson.

I generally use Monday, Tuesday and Wednesday for oral work, Thursday for written and Friday for dramatization.

PROFITABLE SEAT WORK FOR GRADE II.

- Cardboard or stiff paper, good size, 4x8 inches.
- On each card write in large plain letters a sound, such as "ack."
- Below in smaller letters write the letters to be added in front or after the sound.
 (Often older pupils could make these.)

| The letter "w" is silent. | | |
|---------------------------|------|-------|
| —ote | —ung | —ench |
| —ong | —ing | |
| —en | —ite | |
| —eck | —ist | |

(d) For an exercise from the blackboard.

1. Write the words wrote, wrong, wren, etc. on blackboard.

2. Write sentences leaving a blank to be filled from No. 1.

Example: A _____ built her nest in an apple tree.

(e) Have pupil write the word, then use it in a sentence.

ale: d-, v-, h-, b-, g-, m-, s-, t-.

ape: c-, t-, sh-, g-, n-.

ate: d-, gr-, st-, r-.

ave: sh-, cr-, gr-, br-, sl-, s-, g-, c-, beh-.

ake: b-, c-, l-, m-, sh-, r-, f-.

are: c-, b-, d-, f-, m-, sh-, p-, r-, w-.

ade: sh-, bl-, gl-, m-, b-, f-, w-.

aste: w-, t-, h-, p-, b-,

ole: h-, p-, s-, m-.

ome: h-, d-.

one: b-, c-, t-, l-, al-.

ope: h-, r-, sl-, m-, d-, gr-.

ose: r-, n-, p-, cl-.

oke: str-, p-, sm-, ch-, br-.

ice: d-, m-, r-, pr-, sp-, tw-, sl-, n-.

ide: r-, h-, s-, t-, w-, br-, str-, sl-, pr-.

ile: m-, f-, sm-, p-, wh-.

ime: t-, d-, cr-, ch-.

ine: d-, w-, f-, m-, n-, sh-, wh-, sp-, l-, p-, v-.

ipe: r-, w-, gr-, str-.

ink: w-, s-, dr-, l-, p-, th-, br-.

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 ute: c-, fl-, m-, br-.
 are: b-, c-, d-, f-, h-, sh-, sp-, st-.
 ore: m-, s-, t-, ch-, sh-, st-.
 ure: p-, c-, s-.
 ire: f-, h-, qu-, t-, sp-, m-, adm-.
 air: h-, f-, p-, st-.
 ear: b-, t-, w-.
 oar: r-, s-.
 aid: l-, m-en-, p-, br-, afr-.
 ail: f-, m-, j-, j-er-, t-, t-or-, fr-, tr-.
 ain: g-, r-, p-, gr-, ch-, m-, tr-, sp-, br-, spr-, dr-.
 aw: c-, l-, fl-, str-, th-, dr-, cl-, s-, r-.
 awl: b-, sh-, br-, dr-, cr-.
 awn: d-, p-, dr-, f-, l-.
 ay: d-, g-, h-, m-, M-, p-, s-, cl-, dr-, pl-, sl-, gr-, st-, br-, tr-.
 ead (says ed): h-, d-, l-, r-, br-, sp-, dr-, dr-ful, r-y, spr-ing.
 ead: l-, r-, pl-, b-, kn-, m-.
 eaf: l-, sh-.
 eal: d-, h-, m-, st-, p-, v-, r-, s-.
 eam: b-, t-, cr-, dr-, str-, s-, st-, gl-.
 ean: b-, m-, l-, cl-, gl-.
 eap: ch-, l-, r-, h-.
 ear: d-, f-, h-, n-, t-, cl-, sp-.
 east: l-, f-, b-.
 eat: m-, s-, ch-, wh-.
 ee: b-, s-, tr-, w-, gl-, fr-.
 e: b-, h-, sh-, m-.
 een: s-, k-, qu-.
 eep: d-, sl-, p-, w-, sh-.
 eed: h-, d-, f-, s-, n-, br-, w-.
 eer: b-, d-, p-.
 eet: b-, f-, m-, sh-, str-, sl-.
 eeze: br-, fr-, squ-.
 ei: rec-ve, dec-ve, dec-t-, -ther, n-ther, l-sure.
 ew: dr-, gr-, sl-, fl-, dec-t, ch-.
 ie (says i on end): d-, l-, p-, t-, f-.
 ie (says e in a word): p-ee, n-ee, pr-est, y-ld, sh-ld, f-ld, p-ree, f-ree, bel-ve, gr-ve, rel-f, gr-f, bel-f, gr-vous.
 oun: -ce, b-d, r-d, s-d, h-d, gr-d, p-d, f-d, c-t, m-t, f-t, p-ce, b-ce, ann-ce, am-t.
 our: s-, h-, fl-, sc-.
 our: f-, p-.
 ow: b-, c-, h-, n-, r-, br-, fl-er, t-er, b-er, p-der, v-, d-n.
 ow: r-, l-, m-, s-, gr-, bl-, sh-, gl-, thr-.
 owl: f-, h-, pr-, gr-, sc-.
 ight: n-, f-, s-, r-, l-, fr-, sl-, fl-, pl-, bl-, t-, nlr-, sm-, del-, del-ful, br-er, fr-en, l-en.
 ack: sh-, bl-, kn-, sm-, tr-, sl-, c-le, r-et.
 eck: d-, p-, n-, sp-, sp-le.
 ick: k-, l-, p-, s-, t-, w-, tr-, ch-, t-et, w-ed, w-et, p-le, cr-et, th-et, br-, sl-.
 ock: d-, l-, sm-, kn-, st-, r-, s-, cr-, bl-, sh-, l-et, st-, p-et, s-et.
 uck: s-, l-, str-, pl-, d-, cl-, t-, tr-.
 ush: pl-, r-, thr-, m-.
 wa: -sh-, -rm-, -tch-, -ter.
 alk: t-, w-, ch-, b-.
 wor: -d-, -ld-, -m-, -x-, -st-, -th-.
 ith: th-er, wh-er.
 eth: t-er, wh-er.
 ange: r-, str-, ch-, m-, arr-, str-r.
 thr: -ust-, -ush-, -ice-, -ough.
 str: -and-, -ong-, -ung-, -ing-, -ew-, -ict-, -ide-, -ife-, -ike-, -ip-, -ipe-, -ive-, -oll-, -ength-, -ess-, -etch-, -oke-, -ut-, -uggle-, -uck-, -ath-, -ain-, -ait-, -ange-, -cam-, -angle-, -eet-, -aw-, -ap-, -etcher-, -etch-, -oll-, -eaming-, -ainer-, -aight-, -aggle-, -ain-.
 igh (i): n-, th-, h-, h-er, h-est, s-, s-ed, s-ing.
 other: br-, sm-, an-, -wise.
 ought: n-, f-, s-, br-, wr-, b-, th-, fr-.
 aught: n-, c-, t-, h-y, n-y, d-er.
 ch: mu-, ri-, su-, chur-, hut-, clut-, Dut-.
 tch: di-, ba-, la-, fe-, hi-, Sco-, ca-, ha-.
 atch: b-, l-, h-, c-, th-, m-, p-, scr-, sn-.
 utch: h-, cl-, D-, D-ess.
 etch: f-.
 itch: h-, p-, st-, d-.
 shr: -ug-, -ink-, -iek-, -ike-, -apnel-, -ove-, -ill-, -imp-, -ine-, -ivel-, -oud-, -ub-, -ed-, -ine-, -iner-.
 qu (coo): -ilt-, -ick-, -ite-, -iet-, -eer-, -een-, -ack-, -ill-, -ote-, -iver-, s-aw-, e-al-.
 edge: w-, l-, h-, dr-, pl-, sl-, s-.
 idge: r-, br-.
 adge: b-, M-.
 odge: l-, d-, H-.

udge: gr-, b-, sm-, tr-, f-.
 squ: -irm-, -cal-, -int-, -eeze-, -irrel-, -ash-, -eak-, -are-, -at-.
 gu: -est-, -ide-, -ild-, -ard-, -ess-, -st-, -sh-, -ll-, -lf-, -ise-, -ilt-.

SEAT WORK

(a) Make a list of objects that are red, blue, green, white, black, etc.

(b) Write the names of animals that growl, purr, cackle, sing, laugh, neigh, bark, etc.

(c) Place on blackboard a list of objects of which pupils are to tell the colour, as: the sky, snow, grass, blood, May's dress, carnations, etc.

Health booklets, for reading, may be secured from insurance companies.

My class enjoy a little book called "The Wisdom of Professor Happy," from the Metropolitan Insurance Company.

Supervised seat work in writing stimulates interest, does away with monotony, brings out rotary arm movement.

Trace rows of pussies or rabbits.

THE WHITY PINKY PIG

By Ethelwyn Wetherald

(For Memorization, Grade III)

Arthur was a doctor

And travelled in a gig,

Edgar was a learned judge

And wore a gown and wig.

Fred was a comedian

And danced a funny jig,

And Ernest was a farmer,

With a whity pinky pig;

A whity pinky, sharp and slinky

Little blinky pig.

Edith was a mamma,

With a waxen baby big,

Lucy was a florist,

Who planted out a twig,

Nellie as a grocer sold

An apple and a fig;

And all would have been happy

Had it not been for the pig,

That pinky whity, small and mighty,

Queer and flighty pig.

He gobbled up the groceries,

He rooted up the twig,

The doctor's pony, Rover,

Ran at him and broke the gig;

He tangled up the learned judge

Until he dropped his wig,

And he stole the baby's cookies,

Did that whity pinky pig;

That whity pinky, quick as winky,

Swim-or-sinky pig.

MEMORY WORK, GRADE III

JAPANESE LULLABY

Sleep, little pigeon, and fold your wings,

Little blue pigeon with velvet eyes;

Sleep to the singing of mother-bird swinging—

Swinging the nest where her little one lies.

Away out yonder I see a star—

Silvery star with a tinkling song;

To the soft dew falling I hear it calling—

Calling and tinkling the night along.

In through the window a moonbeam comes,

Little gold moonbeam with misty wings;

All silently creeping, it asks, "Is he sleeping—

Sleeping and dreaming while mother sings?"

Up from the sea where floats the sob

Of the waves that are breaking upon the shore,

As though they were groaning in anguish and moaning—

Bemoaning the ship that shall come no more.

But sleep, little pigeon, and fold your wings—

Little blue pigeon with mournful eyes:

Am I not singing? See, I am swinging—

Swinging the nest where my darling lies.

—EUGENE FIELD.



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COMPOSITION—GRADE III

The following are a few of the suggested topics that could be used for Grade III Composition:

Before having the class write on these topics they should be discussed orally.

1. The Wind at Play.
2. Saint Patrick.
3. What I found under a Stone.
4. Pretend you are a Tulip Bulb.
5. The Robin's Return.
6. Jack Frost and Mr. Sun.

NATURE STUDY—GRADE III

BLUEBIRD

"Winged lute that we call a bluebird,
You blend in a silver strain
The sound of the laughing waters,
The patter of spring's sweet rain,
The voice of the winds, the sunshine,
The fragrance of blossoming things;
Ah! You are an April poem,
That God has dowered with wings."

—THE BLUEBIRD—REXFORD.

The bluebird is the earliest of spring birds. It is a member of the thrush family. Smaller than the robin. A solidly blue-backed bird with chestnut bar across shoulders, blue throat and red breast. Color is brightest when on the wing but its mirror-like feathers reflect its surroundings.

Haunts open woods and fields in groups of three or four until the mating season.

Its song is sweet and "purling," vocalized as "tru-al-ly, tru-al-ly."

Nest is built in hollow trees or stubs. (Takes readily to bird houses which must be without a threshold.) A bit of soft grass and a few feathers protect the four or five bluish white eggs.

The young are hatched in April and again in June. They closely resemble the young robins, having spotted breast and back.

The food is mostly insects. A few wild berries are eaten. While feeding it perches on a low bush or fence and suddenly drops on an unsuspecting insect.

It is a great friend to man. Its enemies are cats, squirrels and sparrows.

It winters in Southern States, migrating in leisurely fashion. The bluebirds seem to be the only ones that sing at their winter resorts.

There is an old legend that explains why the bluebird has such bright yellow soles to his feet, though his legs are so dark.

It seems (according to this legend) that before the flood the birds did not have feathers to protect them. When the land birds were gathered into the ark they huddled together on one side of the boat and twittered about the good days coming. By and by, as the rain continued, it grew very cold, and nearly all the birds stopped singing. However there were two who continued blithe and gay, trying to make the best of things. At last the rain stopped and a ray of sunlight glanced through a crack. These birds, always on the lookout for bright things, sprang on it at once. There was just enough of the sunlight's bright gold to cover the soles of their feet, and it stained them so deeply it never came off.

The bluebird's bright coat is also nicely accounted for in this legend. It seems they were among the first birds to leave the ark. They darted straight upward to heaven singing as they went. Mr. Bluebird was a little in advance of his mate, and when he came to the blue sky he never stopped but pushed his way right through, and in so doing rubbed some of the blue tint onto his uncolored feathers that had grown in a flash as he left the boat. Mrs. Bluebird flew right through after him, but of course she did not get nearly as much color as the hole had been rubbed nearly dry of its tint.

THE BLUEBIRD

I know the song that the bluebird is singing,
Out in the apple tree where he is swinging.
Brave little fellow, the skies may be dreary,
Nothing cares he while his heart is so cheery.

Hark! how the music leaps up from his throat!
Hark! was there ever so merry a note?
Listen awhile and you'll hear what he's saying,
Up in the apple tree swinging and swaying.

"Dear little blossoms down under the snow,
You must be weary of winter, I know,
Hark! while I sing you a message of cheer,
Summer is coming, and springtime is here.

"Little white snowdrops! I pray you arise;
Bright little crocuses! Come, open your eyes;
Daffodils! Daffodils! Say, do you hear?
Summer is coming and springtime is here!"

GEOGRAPHY—GRADE IV

OLIVES

In ancient times there was a contest between Minerva, the ancient Goddess of Wisdom, and Neptune, the God of the Sea, as to which should have the Greek city of Athens under his protection. The other gods met and decided that this right should be given to the one who could offer the gift most useful to man. Neptune brought forth the horse and Minerva the olive tree. The gods decided that the olive tree was the more useful and the protection of Athens was awarded to Minerva.

The olive is one of the oldest of fruits. The dove which Noah sent out returned to the ark with an olive branch in its mouth. In early times olives were used in the countries about the Mediterranean Sea. It is said they came originally from southern Europe and Asia Minor. The Atlas regions of northern Africa, southern California, parts of Mexico and Peru are peculiarly suited for them. Italy raises more olives than any other country. They are also grown for export in Algeria, Tunis, France, Spain, Greece, Asia Minor and California. We import olives and olive oil from Italy and Spain as well as California.

If we were to visit one of the olive orchards of southern California we would see the trees loaded with fruit somewhat like plums. The leaves of the trees are of a darker green than the plum tree and the trunks and branches are twisted into all sorts of shapes.

Olive trees are propagated from the seed, from cuttings, sprouts, and suckers. They are set out in orchards, thirty or forty feet apart. They begin to bear at two or three years of age. When the trees are seven years old they begin to yield profitable crops. As they grow older they bear more fruit until they are about thirty years old. At ten years of age a tree may have six or seven gallons of fruit. Later it may produce as much as fifty gallons.

The olive tree is very long lived. In southern Europe there are many known to be several hundred years old. The people there claim that the olive tree will live a thousand years.

In California the olive orchards are ploughed several times a year to keep them free from weeds. When the crop is ready to harvest, men, women and children are to be seen moving about under the trees. Some hold out canvas sheets, while others shake each limb and twig, so that the olives fall into the sheets. The fruit which remains on the tree is plucked by hand. After picking, the olives are sorted. Some are almost black, others are light brown or dark green. The black ones are ripe and ready to be pressed into oil. The green olives will be pickled. These will be graded, and those of uniform size will be put into bottles or tubs and sold all over the country.

At the oil mill the black olives are thrown into a sort of mortar. Here they are crushed to a paste. After this they are taken out and packed by hand into flat bags made of matting. Each bag holds about half a bushel. These mats are piled one on top of the other, in a press, which works so gradually that they are left there for several hours before all the juice, water and oil are squeezed out. The oil which comes first is best. This is almost clear white and is called virgin oil. That which comes later is of a lower grade and the last is the poorest. After the oil has been taken out of the pulp, it is drawn off carefully, filtered and stored in a cool dark place ready for bottling.

Olive oil is used for salads, in manufacturing soaps and tobacco and for mechanical purposes. In the countries about the Mediterranean Sea olive oil takes the place of butter to a great extent, so that it is used on bread, vegetables and for cooking. In some places, olives and olive oil serve for meat and bread. When on a journey, a Spaniard often ties a wicker basket of olives to his saddle horn and eats them as he rides.

GRADE IV—MEMORY WORK

IN APRIL

When Spring unbound comes o'er us like a flood,
My spirit slips its bars,
And thrills to see the trees break into bud
As skies break into stars.

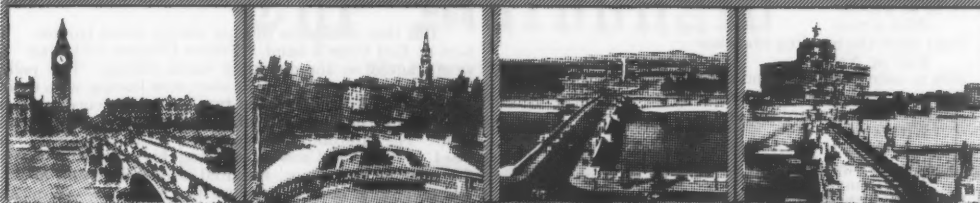
And joys that earth is green with eager grass,
The heavens gray with rain,
And quickens when the spirit breezes pass,
And turn and pass again.

And dreams upon frog melodies at night,
Bird ecstasies at dawn,
And wakes to find sweet April at her height
And May still beck'ning on.

And feels its sordid work, its empty play,
Its failures and its stains,
Dissolved in blossom dew, and washed away
In delicate spring rains.

—ETHELWYN WETHERALD.

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GRADE IV—MEMORY WORK A SPRINGTIME WISH

O, to be a robin
In the spring!
When the fleeting days of April
Are a-wing;
And the air is sweet with knowing
Where the hidden buds are growing
And the merry winds are going
Wandering.

O, to be a robin
With a nest
Built upon the budding branches—
East or West!
Just to swing and sway and dangle
Far from earth and all its tangle,
Joining in the gay bird-jangle,
With a zest.

O, to be a robin
Just to sing!
Not to have the pain of hating
Anything—
Just to race the foremost swallow
Over hill and over hollow—
And the joy of life to follow
Through the spring.

—ISABEL ECCLESTONE MACKAY.

GRADE V NORTH WEST MOUNTED POLICE

AFTER much rivalry between the companies and much trouble for the Selkirk settlers the two fur trading companies of the west, the North West Co. and the Hudson's Bay Co. were amalgamated in 1820. This at least centralized what authority there was in the "North-West." But the company was not able, or did not, supply protection for settlers. The government at Ottawa was petitioned that some kind of government be established in the west. The reply to this request was the inclusion of Manitoba in the Dominion of Canada. In 1869 a governor sent out by the government of Ottawa was met at the border by a company of half-breeds under the leadership of Louis Riel. This demonstration brought the attention of the authorities to the necessity for an organization at the disposal of the governor for the enforcement of the law. Another cause for alarm was the number of Sioux Indians who were crossing the border from the south, claiming the rights of British citizenship, showing for proof, medals of George III held as heirlooms in their families. These Indians, fresh from the warpath, filled with hatred for white men, it was feared would have a bad effect upon the Canadian Indians of whom there were some 70,000. The scarcity of buffalo, with the consequent lack of food for Indians, and the illicit trading in whiskey by white men gave added cause for action.

After investigation in the west, a commission recommended that posts be established throughout the west with a small force attached to each. The force should be composed of men with some previous military training if possible. It should be invested with the powers of the police, able to deal with a wrong doer first hand, but organized and disciplined in military manner. The force was to be mounted, for distances were so great. Telegraphic communication between posts should be established. In 1873 this report was acted upon by the Dominion parliament and provision made for the equipment of 300 men to constitute the North West Mounted Police. Some care was given to the choice of uniform. Red was to be the dominant color for the Indians said "We know that the soldiers of our Great Mother wear red coats and are our friends." Blue was avoided because it was the color of the uniform of the U.S. soldiers from whom the Sioux had fled.

The force was recruited at Toronto and Winnipeg. They entered the west, travelling via Chicago. Leaving the railway on 12th June, 1874, the expedition prepared for the march into the North West.

By the middle of September the force had reached the Saskatchewan, having travelled 781 miles, seeing no house after the first 18 miles. After leaving Col. Macleod to establish a post in the Sweet Grass country and despatching Major Walsh to the Edmonton district, the Commissioner commenced the return journey.

Col. Macleod had two difficult tasks before him, the introduction of law and order into a lawless country and the confidence and respect of the Indian tribes, Blackfoot, Cree, Assiniboine Blood and Piegan to gain. "Over his temporary quarters now flew the British flag to tell all and sundry that a new era had dawned for both white and red man." The district was patrolled and the police became acquainted with all trading posts. Inside a year, due to the firm and fearless conduct of the N.W.M.P. the whiskey trade had completely stopped, cases of theft became rare. Recognizing that the Indians had rights; being scrupulously honest in dealing with them; impressing upon them the desire of the government to be friendly, but also making clear the determination of the government to punish all wrong doers either white man or red man; Col. Macleod was singularly successful in gaining their confidence. Said Chief Crowfoot: "If the police had not come into the country where would we have been by now? The police have protected us as the feathers of a bird protect it from the frosts of winter." Red Crow says: "Three years ago when the police first came into the country I met and shook hands with Stamixotoken (Col. Macleod). Since that time he has made me many promises. He has kept them all. I entirely trust Stamixotoken and will leave everything to him."

But this confidence did not always avoid trouble. Two members of Red Crow's band, "Prairie Chicken Old Man" being one, were wanted on the charge of cattle killing. Two police rode to the camp to arrest them. As they were leaving with their prisoners a scuffle was staged and the two Indians rescued. A force of 23 police were then despatched to demand the surrender of the two men. The interpreter, Jerry Potts, returned from the camp with word that "Red Crow is smoking his pipe, and his braves are dancing the sun dance, but Red Crow will think about it." He was given one hour to produce the men. In the meantime the little police force waited, knowing that the outcome of the demand might be a case of death to them. By and by Red Crow himself and the two culprits appeared over the brow of the hill, followed by a howling mob of Indians. Escorted by the police they were brought before the superintendent, sharply reproved by him, the guilty ones handcuffed and led before the band, and sentenced to seven years' imprisonment. In consideration of their final good behaviour and the distance they had come, the superintendent, before they left, gave the band a few presents of tea and tobacco. At a later time Red Crow returned a member of his band who had escaped from the guard room to the police. In consideration of all the circumstances, this time the thief was sentenced to only 14 days' imprisonment.

(To be continued.)

GRADE V—ARITHMETIC

- (a) 1. Multiply 630 by 160 (one zero usually left off).
2. Divide 4,678,593 by 189.
3. Multiply 3,715 by $5\frac{1}{2}$.
4. Multiply 6,783 by $30\frac{1}{4}$.
5. Divide 673 by $5\frac{1}{2}$.
6. Divide 471 by $30\frac{1}{4}$.
7. Reduce to sq. yds. 7 sect. 527 A. 113 sq. rds. 19 sq. yds.
8. Reduce 6973 in. to rds., etc.
 - (b) 1. Add: 5 sect. 530 A. 121 sq. rds.; 13 sect. 427 A. 119 sq. rds.; 16 sect. 179 A. 137 sq. rds.
2. Subt.: 6 sq. yds. 7 sq. ft. 139 sq. in. from 17 sq. yds. 4 sq. ft. 0 sq. in.
3. Multiply 18 sect. 376 A. 159 sq. rds. by 9.
4. Divide 26 sq. yds. 3 sq. ft. 120 sq. in. by 7.
 - (c) 1. Find the value of a crop of wheat on $\frac{1}{2}$ sect. of land, 40 acres of which is tillable land; the wheat yielding 29 bu. to the acre and valued at \$1.10 per bu.
2. A farmer sows 1 pt. of oats on 1 sq. rd. of land. Find the cost at 35c. per bu. of the seed oats required for a field 160 rds. long and 40 rds. wide. (Taken from June exam., Calgary, 1925.)
3. Find how many sq. in. of paper it will take to cover a box 14 in. long, 8 in. wide and 6 in. high.
4. A man works from Jan. 3rd to May 31st inclusive, working 8 hrs. every week day but Sat., when he works 5 hrs. He has one holiday during the time. At 55c. an hr. how much does he earn?
- First Set
- (d) 1. Multiply 608,756 by 12.
2. Multiply 698 by 709.
3. Take 5,276,987 from 7,000,000.
4. Add: 596, 5,784, 27, 9,004, 70,378.
5. Divide 3,480,768 by 695.
6. Divide 968,605 by 12.
- Second Set
- (e) 1. Multiply 79,657 by $12\frac{1}{2}$.
2. Multiply 26,687 by 5,009.
3. Find the total weight of the following:
 $\frac{1}{2}$ bu. of oats;
 $\frac{3}{4}$ bu. of barley;
 $1\frac{1}{7}$ bu. of rye;
 $1\frac{2}{3}$ bu. of wheat;
 $3\frac{1}{2}$ bu. of flax seed.
4. From a piece of ribbon 5 yds. long 3 pieces each $2\frac{1}{4}$ ft. long, 7 pieces each 5 in. long and 1 piece $1\frac{1}{4}$ yd. long were cut. How many inches of ribbon were left?
5. How many steps of 2 ft. 6 in. will a man take in walking $\frac{1}{3}$ mile?

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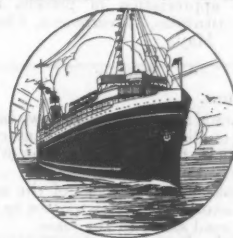
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HISTORY, GRADE VI.

THE history or citizenship course in Grade V. has centred the child's interest in heroic explorers. A certain curiosity has been aroused, which in the average child, is not satisfied by the Grade V. course alone. He is now beginning to wonder about his forefathers before they arrived in this new country of ours. His thoughts naturally turn to the Old World, and here we find material enough to last many years in his study.

But care must be taken. It is so easy for us to spoil the aim in this study. For to a child of ten or thirteen, what are dates, disputes, parliamentary quarrels, and small wars? He is looking for bravery, heroic deeds, and excitement. We can give all of these and into them weave all the elements of good citizenship, stimulating his pride in honor, honesty, and good living.

Story form is undoubtedly the form to be used in presenting our material, as it is only in the story that adventure and romance will make its strongest appeal. The lesson itself will be dealt with later.

The following is an outline which I have used for some time. It takes in the most important and interesting part of the course, covering, practically all of it:

Early Mediæval Times

Time allotment: September, October and November.
Saxon Rule—Alfred The Great, Canute, Harold, Hereward.
Norman Rule—William the Conqueror, Barons, Castles, Crusades, Robin Hood, Richard I., Stephen Langton, King John, Simon de Montfort.

II. Later Mediæval Times

Time allotment: December and January.
Scottish Independence—William Wallace, Robert Bruce.
Hundred Years' War—Wat. Tyler, Sir Richard Whittington, Henry V., Geoffrey Chaucer, Joan of Arc, William Caxton.

III. Tudor Period

Time allotment: February and half of March.
Strong national feeling after the Hundred Years' War—Columbus, Cabot, Magellan, Drake, Sidney, Raleigh.

IV. Exploration in North America

Time allotment: Half March and April.
Cartier, Champlain, La Salle.
General review of explorers taught in Grade V.

V. Civics

To develop the appreciation of present day civilization—Community Life, Institutions, Government, Church.
Time allotment: May.

Review

Time allotment: June.

The children should, after a good review, be able to take the name of any person studied and give his character, achievements, the conditions existing at this time, and name others who also lived at that time.

The following books will give most of the necessary material:
(1) Builders of History—Which is written in a clear story form and is suitable to be read aloud to the class.

(2) The Story of the British People—This contains descriptive material on Barons, Castles, etc.

(3) By Star and Compass—Gives the necessary material for the teaching of the explorers.

(4) Studies in Citizenship is very helpful.

COMPOSITION TOPICS, GRADES VII. AND VIII.

A CAR ACCIDENT

Introduction: My new car, feeling proud, taking a holiday trip to the city.

Para. I: Trouble looms up. (Various suggestions: Heavy rain and high-crowned road. Hidden cross-road. Meeting car with drunk driver.)

Para. II: The crash. State exactly what happens. (Tendency will be to make the tamest general statement. Vivid complete explanation can be practised here.)

Conclusion: Pitiful aspect of my new car. Thankful I was not badly hurt. How I got home.

N.B.—It will not occur to most pupils to introduce conversation, but they can be shown that this is a splendid method of describing the conditions in para. I and conclusion.

THE OLD ALARM CLOCK'S STORY

My earliest recollections: Quiet days in the hardware window, watching the passers-by.

My sensation on being first wound up: Terrible contortion inside me. Couldn't breathe; something caught in my throat and made a sound like "tic-toc." Couldn't hold my hands still.

My first alarm ring: This continued all night, and just as dawn broke a spasm went right into my head, and I screamed.

My best days: As time passed the pain wore off and I took notice of my surroundings. (Tell of owner and how I was useful to him, etc.)

My sad lapse of memory and the penalty: After eight years, getting old, dozes unexpectedly. Even forget to move my hands, as master wants me to do. Master has to catch a train in morning. I ring, but an hour late. Terrible scene; I am thrown out of window.

GOLD VS. IRON

This may take the form of an argument between a five-dollar gold piece and an iron key in a lady's shopping bag.

Coin: "Move away a little there. Don't you know who I am?"

Key: "Oh, I know you are gold, and I am only dull iron. What of it?"

Coin: "Well, I can buy fifty of you."

Key: "So can the piece of dirty paper in the next pocket. It takes more than a piece of paper to do my job."

Carry on the conversation to show that GOLD is useful for jewelry, costly plate and adornments, teeth and a few other things, while IRON is necessary for ships, railroads, autos, bridges, tramlines, farm machines, stoves, etc. Maintain interest by ingenious openings, e.g.:

Key: "Do you hear the street-car wheels rolling on the rails beneath us? Those aren't made of gold, are they?"

Coin: "Ugh! Just fancy gold lying in the snow and dirt like that," etc. Conclude by showing that nations rich in iron are far ahead of lands rich in gold.

(Make this an exercise in quotation marks.)

ONE-DAY EXTRACT FROM A TOWN-CAT'S DIARY

Woke early this morning. Livery man roused at five to take doctor to a case; being in a bad temper threw a neckyoke after me and chased me out of his barn.

Made the rounds of the doorsteps and succeeded in opening the parson's milk-bottle.

Met Persian Tom who told me he had seen a good meat-scrap in the station agent's dog kennel. One of us should draw off the dog, the other one capture the meat. We flipped a bottle-cap to see who did which; I lost and had to be chased. I spat and hissed around as close to the kennel as I dared, and the collie came after me. I tore along towards the Chinese laundry; I had it all planned—on to the garbage can, up to the lean-to roof, along the top of the block and down the plumber's ladder. Of all the luck! Out comes the postmaster's Airedale just as I reached within three jumps of the garbage can. She hates me, ever since I stole milk from one of her pups. Terrible pursuit; couldn't see a clothes-post anywhere. Awful crunch of teeth on my neck; shaken like a mouse. Remember no more. . . . Persian Tom found me in the rubbish hole where the shoe-store was before the fire. Told me I had lost one of my lives. That is the fifth, and leaves me only four more. Must be careful after this. Tom gave me my half of the meat-scrap which he had succeeded in capturing, and I soon felt quite recovered.

The above is just one of many imaginative exercises, based on animal life, which children may by degrees be led to create. Try them out on the mouse, gopher, coyote jack-rabbit, etc.

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RE GRADE VIII. LITERATURE CARD SETS

The compiler of these sets is one of those rural teachers who are pestered with difficulties as to blackboard space, seatwork assignments, and lack of time for instruction. He finds these card-sets invaluable in training the pupils to select and learn their material "under their own steam."

Exact and definite responses are called for as far as the selections permit, and when the pupil attacks the selections he knows what he is looking for. Most of the questions are worth from two to five marks for each part, according to the number of points that can be stated. In due time have the answers written from memory, and corrected. The pass mark should be 75%. Make the weak answers your guide in review work next day, then pass the pupils a new card each. When the set has been round you will probably find a few general weaknesses, and these should be attacked in a final review set.

The permanent value of good sets is obvious. Save them for future years; and, if you need more, ask for more.

CONTENT QUESTIONS FOR RURAL SCHOOLS. VIII. LITERATURE

Mount strongly on separate cards, and hand out in rotation. Instruct the children in preparing the answers (only where required) and leave them to learn the material as seatwork and homework. In due time have the answers written from memory. Keep a tournament score.

CARD A.

1. How do you know that King Robert was a very influential monarch?
2. Repeat the boast which he made in church. What words in the chant led him to say that?
3. What happened while he was asleep? Describe his behavior when he woke.
4. Describe his return to the palace and what he found there.
5. What was his new position in the palace, and why was this so humiliating?
6. Quote and explain the lines which tell of Sicily's prosperity under the new "King."
7. What happened at the reception on St. Peter's Square?
8. At what moment did Robert the Jester's heart become cleansed from its evil pride?
9. Relate the final meeting between Robert and the Angel-King.
10. When did the incident of "John Nicholson" occur?
11. In what two ways did Mehtab Singh offend Nicholson? Tell how the British officer dealt with him. What was the comment of the other Sepoy captains?
12. What had happened in Ivanhoe's life before the selection assigned?
13. What purpose had the Palmers in coming to Ravenswood? What do you think he said to Gurth to make him obey?
14. How did Isaac reward the Palmers for protecting him? Why did the Palmer need such things?
15. Why did the Deacon's shay fall to pieces "all together and nothing first?"

CARD B.

1. Tell the good and bad qualities in Rip Van Winkle's character.
2. Describe briefly (a) Rip's farm, (b) his wife, (c) his dog.
3. Relate the incident which led Rip into the mountains. Tell what he saw and did there.
4. Make a list of the puzzling things Rip noticed as he came back to the town.
5. What great events had happened during his long sleep, and what signs of them were visible in the town?
6. Tell how Rip found his own children, and how he was at last recognized.
7. What was the tradition about the strange men of the Katskills.
8. Where was Nansen going when his kayaks "broke loose? Where had he been?
9. Why did he and Johansen land? How did they fasten the kayaks? Why was the loss of them so disastrous? How did Nansen get them back?
10. Write something of interest about (a) the implements, (b) the hardships, (c) the enjoyments, (d) the helpfulness, (e) the homes, of the United Empire Loyalists.
11. Name four men who attended the Killingworth town meeting, and write a good descriptive sentence about each.
12. Select and state the four best arguments of the teacher in defence of birds.
13. What action was taken about the birds, and what results ensued?
14. Tell briefly the events in the last three stanzas of this poem.
15. Name five great historical characters mentioned in "Father of the Forest," and an event in the career of each, to which the poet makes reference.

CARD C.

1. Explain briefly why Ulysses is dissatisfied with his quiet life, as King of Ithaca, and what he plans to do.
2. Name the glorious events in English History to which Browning alludes in his "Home Thoughts from the Sea."
3. What was the cause of Harris' struggle with the road-waterer? Show how his interference made matters worse. How did the struggle end?
4. Give an account of Tom Touchy and his companion, as described by Sir Roger.
5. Tell the incident of the "Knight's Head," and how Sir Roger had it disguised without offending the inn-keeper.
6. What other details are given to show that Sir Roger was a great man in the Coverley district?
7. Tell what country boy believes, or ought to believe, about (a) work with nature, (b) the dignity of labor, (c) opportunity, (d) success.
8. Quote three lines of Lawrence Aylmer's description of his brother Edmund. What became of Edmund?
9. Explain why the brook's song breaks into the story. Of whom is Lawrence reminded by its "chatter, chatter?"
10. How did Lawrence help Katie in her trouble? Make clear what her trouble was.
11. Give two reasons why the appearance of the maiden surprised Lawrence so much.
12. "I wish I had thought of turkey red before." Give a little account of the experience of the lady's husband, shopping on Broadway.
13. Why did Sir Richard Grenville refuse to follow his commander? (Two reasons.)
14. What prevented him from sailing through the Spanish fleet? Give a brief account of the fight, its duration and the number of the enemy.
15. What was Grenville's command to the master gunner? Explain how these two were "overmatched" by the master and crew. How did Don Alfonso Basson receive and treat Sir Richard?

GRADES V. and VI. GEOGRAPHY SEATWORK
(Rural Schools)

Round The World Voyages

1. From Vancouver Island round the world in a westward course, calling only at the most important islands or island groups, and learning one good fact about each.
2. From Montreal eastward round the world, calling at the twenty largest ocean ports (selected from the population tables) and stating the chief export of each and the country it serves.
3. From New York round the world westward on a tramp steamer, changing cargo at each port of call; and handling wheat, raw cotton, rubber, wool, gold, manufactured steel, rice, wines, diamonds, guano, hides, ivory, pure bred stock, dates, furs, spices, tea, lumber, flax, sugar, tobacco, coal. (Much interest can be roused in the endeavor to find the most direct route. The goods may be handled in any order.)
4. From Adelaide, Australia, westward by aeroplane to San Francisco. (The pilot wants to see as many countries as possible. He can't make more than 1,000 miles at a flight, and 700 miles is safer. Where possible he should land at a city. He must make some progress westward on each flight. These rules and the terminal points may be varied as desired.)

The purpose of the above is to make the pupils confident and facile in the use of the Atlas.

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